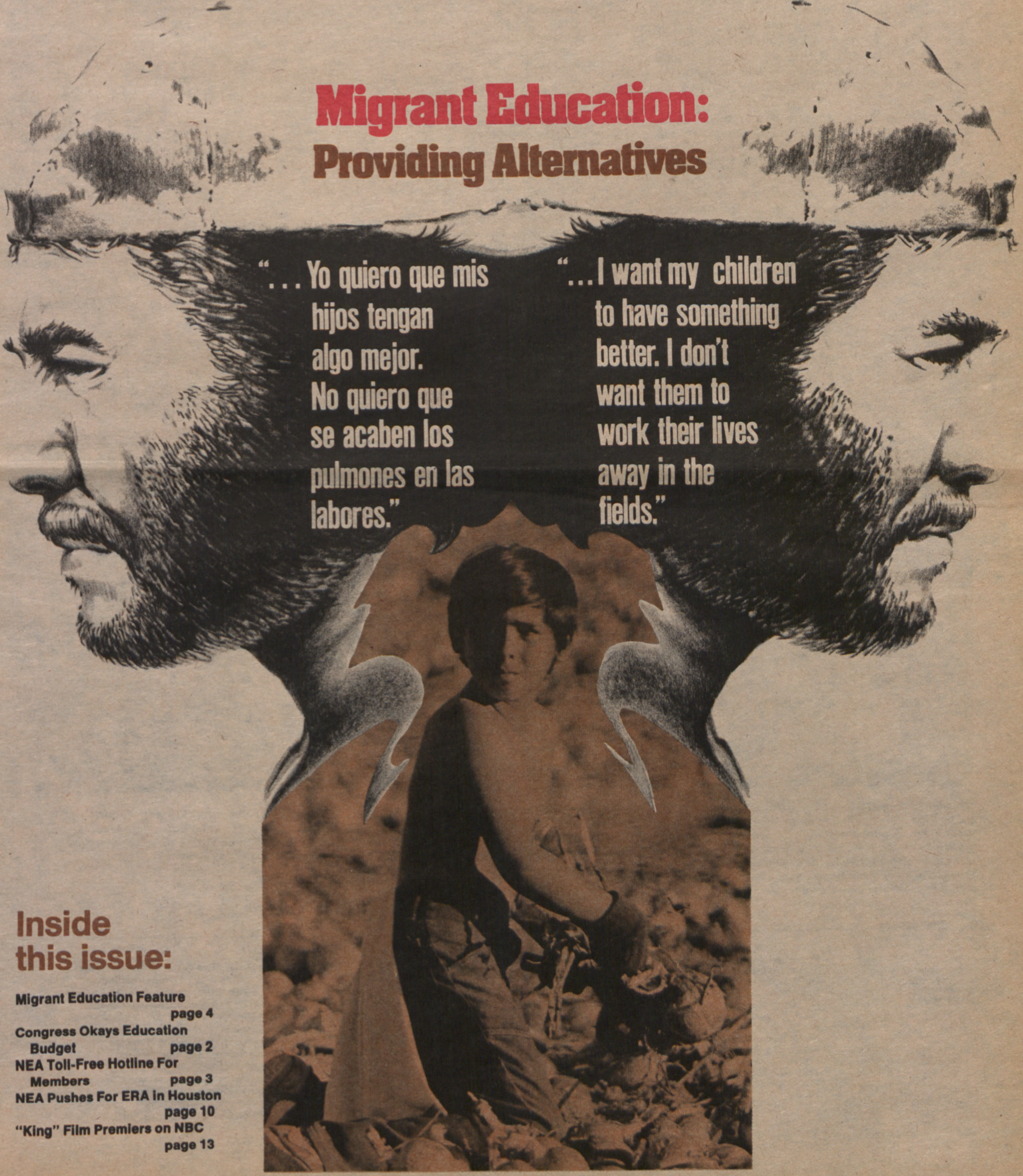
Circulation
this issue: 1,210,874
January/February 1978 Vol. 17, No. 1

nea reporter

Published by
National Education Association
Washington, D.C.

Migrant Education:
Providing Alternatives



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NEA $1 Billion Victory

Congress Okays Education Budget for 1978

WASHINGTON, D.C.—NEA's $1-billion-plus victory for U.S. school aid survived a four-month Congressional squabble over federal funding of abortions last month as the House and Senate passed a continuing resolution to provide substantial increases for most programs in the current fiscal year. The abortion dispute killed the regular fiscal 1978 Labor-HEW appropriation bill, which would have released $10.128 billion for HEW's Education Division programs.

The deadlock resulted in a one-month extension of funding at fiscal 1977 levels in September. As conferees met and continued to disagree, a second resolution was passed providing funding at the 1978 levels through November 30.

Finally, on December 7, the House and Senate agreed to compromise on abortion language and sent to the White House a continuing resolution that retains the 1978 figures through next September 30.

The resolution, by accepting the education language in the appropriation bill, protects forward funding (1979 money) for ESEA Title I and several other programs, and provides $8.25 million in start-up money for the NEA-backed Teacher Center program enacted in 1976.

NEA and its affiliates had tried throughout the summer and fall to persuade Congress that education should not be held hostage to an issue that had no relevance to federal funding of schools.

The accompanying table shows the effect of the House-Senate compromise on the major funding categories. The final action was unusual in that continuing resolutions traditionally have been based on the previous year's level or the President's request, whichever is lower.

NEA's efforts on the original appropriations bill eventually paid off in big increases for ESEA programs and retention of impact aid money upon which many districts rely heavily for basic support.

FUNDING OF HEW EDUCATION DIVISION PROGRAMS FOR FISCAL 1978

Category	1977 Appropriation	1978 Conference Agreement
Education of Disadvantaged (ESEA Title I)	$2,285,000,000	$2,735,000,000
Support and Innovation	194,000,000	197,500,000
Bilingual Education	115,167,000	135,000,000
Other elementary & secondary	137,550,000	113,550,000
Impact aid	793,000,000	800,000,000
Emergency School Aid	292,200,000	310,200,000
Education of the Handicapped	469,360,000	622,825,000
Occupational, Vocational, and Adult	702,662,000	725,750,000
Student Assistance	2,927,213,000	3,254,503,000
Institutional Assistance	192,775,000	213,750,000
Other higher education	94,350,000	131,250,000
Library Resources	238,042,000	253,212,000
Special Projects and Training	47,493,000	47,491,000
Teacher Centers	—	8,250,000
Teacher Corps	37,500,000	37,500,000
Planning, evaluation, dissemination	7,918,000	7,418,000
Guaranteed Student Loans	357,312,000	280,724,000
Higher Ed. Facilities loan & insurance	2,119,000	1,847,000
Educational Activities Overseas	2,000,000	2,000,000
Salaries and Expenses, Office of Education	115,257,000	125,389,000
National Institute of Education	70,385,000	89,600,000
Assistant Secretary for Education	33,682,000	35,879,000
Total, Education Division	$9,114,985,000	$10,128,638,000

Source: *Congressional Record*, 8/2/77.
Figures adjusted for comparability; may not add due to rounding.

President Jimmy Carter greets a group of American opinion leaders—including many NEA/state education association officers and staff—at a briefing session at the White House, November 18. The briefing was called by the Bi-Partisan Committee of Americans for Canal Treaties in an effort to bring about a better understanding of the Panama Canal treaties.

State association leaders at the all-day Panama Canal briefing include (left to right) Robert Gilchrist, Iowa State Education Association president; John Board, Montana Education Association president; Roger Erskine, South Dakota Education Association executive director; Alonzo Paige, SDEA president; and Mel Smith, Illinois Education Association president.

nea reporter

Published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

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NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by William J. Kircher & Associates. Photo credits: page 1, Roger Buchanan; page 2, Joe DiDio; page 3, Carolyn Salisbury; page 4, Roger Buchanan; page 5, Roger Buchanan (top and bottom), James Doddemeade (center); page 6, James Doddemeade (top), Frank Hutchins (center), Roger Buchanan (bottom); page 7, Roger Buchanan; page 8, Roger Buchanan (center and bottom), Carolyn Salisbury (top); page 9, Roger Buchanan; page 10, Carolyn Salisbury; page 12, Norton Druilhet; page 13, NBC.

NEA Hotline Answers Queries about In-Service Education

Junior high math teachers in Butler, Pa., wanted to know how they could teach their students to use the school computer.

Teachers in newly integrated Lansing, Mich., schools needed ethnic, human relations, and multicultural information for a teacher sensitivity course.

Teachers in Bethlehem, Pa., identified problem areas such as language arts and reading,and sought films and other materials for their professional development training.

In all three cases, teacher in-service representatives called NEA's toll-free hotline number and were sent written descriptions of materials that could help solve problems they had identified.

In addition, information specialists were able to put the Butler teachers in touch with a consultant from the University of Pennsylvania who helped them develop a semester-long course in computer software and hardware.

This hotline service, formally called the "Project on Utilization of In-service Education R&D Outcomes," has expanded from pilot work with 60 communities in 12 states to the 48 continental United States. (Alaskans and Hawaiians may write to In-Service Education Project, Room 305, at NEA Center.)

"It's like sending a treasure box of our finest teaching minds to teachers in NEA's 11,400 locals," said the project's director, Robert Luke.

The hotline is funded through December 1978 by the federal government's National Institute for Education, and is run by NEA Instruction and Professional Development. The federal government is interested in getting information about educational research to classroom teachers so they can apply it.

What the Hotline Does

Luke points out that the hotline "is not an information service, not the sort of question you'd call up and ask a librarian." Nor does it include instructional materials to be used directly by students.

What the hotline *can* provide are descriptions of educational products, ranging from films to tapes to texts, that teachers can use in their own training.

"We believe that teachers should be involved in making decisions about their future," Luke said. Teachers should select the products but should not be expected to pay for them or be expected to use them on their own time. NEA suggests the cost of helping teachers learn to teach more effectively should be paid by the school district.

NEA's involvement is limited to mailing a description of items available in different categories.

These include reading, math, motivation, science, language arts, individualized instruction, teaching strategies, career education, classroom management, social studies, assessing student growth, bilingual education, early childhood education, special education, and multi-cultural education.

Materials cover the gamut, from preschool through community college. Teachers of adult education also will find many products about teaching basic skills.

Information specialists Marija Futchs and Ella Holly, both former teachers, will further break down these topics by asking what problem the teacher is trying to solve.

Individual teachers are asked *not* to call the hotline directly, but to have one member of the school's in-service education committee who can speak for all teachers contact NEA. A needs assessment or problem statement should be used to pinpoint the exact information teachers really want.

The hotline number is 800-424-9862. Call between 8:15 a.m. and 5 p.m. daily, or until 7 p.m. Thursday, Eastern time. Or leave a recorded message at other hours with a suggested callback time.

What the Hotline Doesn't Do

Don't expect answers to controversial policy questions, cautions Luke.

Under the pilot project this past year, teachers have asked: should cursive (longhand) writing be introduced in the second or third grade? Should new ways of teaching grammar be offered? At what age should children learn about grammatical concepts?

You won't get answers to these questions. But the hotline *can* provide a list of program materials to help teachers teach language arts.

Also, the hotline is *not* a free number to other NEA offices.

Pilots Lead the Way

On the theory they don't know all there is to know about teaching, the faculties of two university departments of education, Seattle Pacific University and the University of Tennessee at Nashville, are participating as two of the pilot projects funded by NIE.

The other 58 projects are local school districts in which teachers, as representatives of their local association, have an equal voice with school officials in planning their own professional growth.

Teachers in Alabama, California, Iowa, Massachusetts, Michigan, Minnesota, Ohio, Pennsylvania, Tennessee, Washington, Wisconsin, and Wyoming are taking part in the pilot projects.

While these areas will receive special attention to see how they use the hotline in their professional development programs, teachers everywhere within the continental U.S. can now pick up the phone and get the same information.

NEA information specialist Ella Holly answers a query about materials available for teachers' professional development, using the new hotline service. The in-service education project, available by phone to teachers in 48 states through their professional development representatives, provides a description of research products (films, cassettes, texts) on 15 topics.

Defense Fund Established for Heavily Fined Franklin (Mass.) Teachers

FRANKLIN, MASS.—Teachers in the Franklin (Mass.) Education Association are recovering from one of the most bitter strikes in the history of collective bargaining. The fifteen-day strike saw 112 arrests with 73 teachers jailed from the 285-member local.

The involvement of the state association was specifically prohibited by the judge who saw the aid of the Massachusetts Teachers Association as "condoning and supporting the illegal strike."

Teachers who refused to purge themselves were found guilty of contempt of court and were incarcerated in jails around the state. Individuals were also fined a total of $1550 each and the local was fined $15,000 for each day of the strike. In addition, the state labor commission threatened the MTA with fines of $250,000 a day for continued support of the local. During the strike thousands of MTA members, citizens, students and private sector unionists were firm in their support.

At issue in the strike were prep time for elementary teachers, calendar, salary, transfers, but, most importantly, Reduction in Force (RIF). A settlement was reached in the early hours of September 30.

Since the MTA has been specifically prohibited from raising funds for the fines, a group of teachers have formed an adhoc committee to promote fundraising activities to alleviate the burden imposed by the judge.

The adhoc committee has asked locals and other state associations to come to the aid of the striking Franklin teachers through their "Adopt-a-Teacher" program. To adopt a teacher, they ask state associations and local districts to help raise $1,550 for each teacher, the actual portion of the fines they will have to pay. Also an "Honorary Associate Membership" in the FEA is available at dues of $10.00. Honorary membership will get the donor a membership card and replica strike pin. Interested parties may inquire by writing to Teachers Trust Fund, Box 712, Natick, MA 01760.

NEA's Updated Tax Guide Ready

NEA's *1977 Federal Income Tax Guide for Teachers* is now available as you prepare your tax returns.

An updated version of last year's popular guide, this edition is even more detailed and comprehensive. Topics covered include personal exemptions, child and dependent care, professional equipment, course work, retirement credit, and political contributions.

To order your copy, send three dollars with Order #1386-7-OD to NEA Order Department, The Academic Building, Saw Mill Road, West Haven, CT 06516.

And don't forget—the cost of the guide is tax deductible.

MIGRANT EDUCATION: Providing Alternatives

Choices,

This feature on migrant education focuses on the positive effects of NEA-sponsored legislation in four school districts in Texas and Arizona where the overwhelming majority of migrants are of Mexican descent. However, the migrant population in the United States cuts across many ethnic groups, including blacks, Puerto Ricans, Appalachian whites, Indians, and others. Migrant farmworker families, regardless of ethnic background, have traditionally been either excluded from, or at best minimally included in, every major social and worker benefit enacted into law. The practice of exclusion has created a migrant society outside the traditional and legal structure in America. The educational programs mentioned in this feature were chosen to illustrate what can be done to serve the needs of the migrant student.

These migrant students at Wellton Elementary School in Wellton, Ariz., will have a choice to alter their circumstances as a result of the innovative educational programs tailored to meet their needs.

It wasn't what I had expected. You know how we often envision or prejudge situations before we experience them for ourselves?

On the plane to Brownsville, Texas, from Washington, D.C., I thought about it. In the car driving from the airport 60 miles to La Villa through the heart of the Rio Grande Valley, I looked over the flat, fertile cotton fields and verdant groves of citrus. Where are the migrants? I asked myself.

The fields stretched for miles along the route to La Villa, interrupted only by the town of Harlingen and a few small villages about every ten or fifteen miles. Where were the barrios, the dilapidated tenant housing, the stoop labor, and naked offspring?

The cars that passed me were no more than two-

Not Circumstances

or three-years-old and the pick-up trucks, more plentiful than cars, were new and air-conditioned.

I reached La Villa in about two hours, not realizing I had taken almost twice the normal time to drive that distance. I pulled up to a combination gas station-grocery store, the kind common to most rural areas around the country. The owner, seated by a cash register, greeted me in Spanish as I stumbled in the doorway over a gatito (kitten) that had obviously wandered out from a litter snuggled in a cardboard carton underneath the cigarette machine.

I returned the greeting, slightly embarrassed, and in a gringo accent, asked for use of his telephone.

"Long distance or local," he asked, immediately switching to English.

"Local," I answered. He asked whom I wanted to call. Wondering why he wanted to know as I fumbled for the telephone number, I felt embarrassment again, this time for hesitating, then hurriedly answered, "Guadalupe Castillo."

"Oh, Loo-pay," he said, as he began dialing the number for me. I was, it suddenly occurred to me, in La Villa, population 1,250.

Lupe, with whom I had never met but had had previous phone conversations, asked me to stay put and wait for him. About five minutes later, he arrived, extended a warm greeting as if I were an old friend, and suggested that I follow him home.

Lupe and his wife live in Edcouch, in a comfortable brick rancher about three miles west of La Villa where he teaches school. He is also a member of the Texas State Teacher Association's Migrant Education Committee, which is why I contacted him in the first place.

I met Senora Castillo (Hidalia). She soon brought us some refreshments, excused herself, and left Lupe and me alone in the living room.

At my request, he began talking about himself. He was born a migrant, had traveled to several states "up north" with his family, slept in barns with the livestock, and worked in the fields most of his life. In spite of having had to transfer to several different schools, he managed to graduate from high school.

"My parents wanted me to go to college," he said. "With some reluctance, I went to Pan Am [Pan American University, Edinburgh, Texas, about 15 miles from La Villa] but dropped out the first year. I felt uncomfortable and out of place because at that time everyone wore good clothes, you know, jackets and ties. I didn't have those kind of clothes. We couldn't afford them. So I dropped out.

"After I got married, my wife wanted me to go back to school," Lupe continued. "I resisted at first, but she really put the pressure on. So she worked at the Haggar slacks factory and I went back to Pan Am. It wasn't so bad that time because by then all the students were wearing jeans, sweatshirts, and tennis shoes. So I stayed until I graduated and began teaching at La Villa four years ago.

"Excuse me. I've got to feed the dogs," he said. "Would you like to see them?"

I followed Lupe through the kitchen to the garage. There huddled on an old quilt in the middle of the concrete floor were a huge German shepherd bitch and about eight or nine young pups.

"I decided to breed German shepherds to supplement my meager teacher's salary," he said.

"Do you have children?" I asked, as we walked back to the living room.

"No," he smiled.

"How long have you been married?," I asked, unable to disguise my astonishment.

"Ten years," he said. "I know that seems unusual for a Mexican American family, but I've been in school and my wife has been working. Now that I have my master's degree, Hidalia will be going back to school. So I guess having children has not been a priority with us so far."

The next day I visited the school where Lupe teaches in La Villa. It was here that I got the first hint I was in a depressed community. The school, hidden out of sight from the main road, as is the barrio that surrounds it, is not the latest in school construction.

Long, cement-block buildings house the self-contained classrooms with single entrances from the outside. Students and teachers must go outside to go to another classroom, to the office, the restrooms, to the cafeteria, or the resource center. No hallways connect buildings or classrooms, only paved sidewalks outside.

But migrants regularly fend for themselves in worse environments and I heard no complaints except from the superintendent who said he had recently applied for funds to build an addition to existing buildings.

"We're overcrowded," said Alejos Salazar, the 36-year-old superintendent. "When the rest of the students come in October, it's going to be rough."

NEA Reporter Assistant Editor Sal Streett, who wrote this essay, prepared this feature on migrant education in America today.

The La Villa one-school district, pre-kindergarten through eighth grade, has an enrollment that peaks in late October at around 650 students. About 75 percent of the students are from migrant families. Ninety-nine percent are Mexican American. The overwhelming majority of the staff are Mexican American, including the superintendent, and he, like many of his staff, also are former migrants.

I noticed that classrooms were crowded, but I was surprised to find three and sometimes four adults in a classroom. I walked into one class and found an aide at a small table working with two children, a teacher reading to a larger group of children clustered on a throw rug, another teacher dividing her attention between two small groups that were engaged in writing exercises, and another aide correcting papers.

It was incredible. The children were only mildly and briefly distracted as we visited one room after another.

What was it that made this school environment so unlike those described in the media where disruption, disrespect, and disorder prevail?

The most common response was the fact that students were able to get so much individual attention. But it wasn't only the individual attention, it also had to do with the quality of attention the children received.

As former migrants, many of the teachers and most of the aides know they must personalize their teaching styles and provide encouragement and support. They told me that children from traditional Mexican American families prefer relating to adults who take a personal interest in them and who are sincerely concerned with their welfare. They also said that these children learn more and are more effectively motivated when activities are based on cooperation rather than individual competition.

I also was reminded that traditional Mexican American children are reared in a structured family environment where the roles of dominance and submission are well defined. And since La Villa is a small community where nearly everyone knows everyone else, the children are not inclined to cause trouble at school.

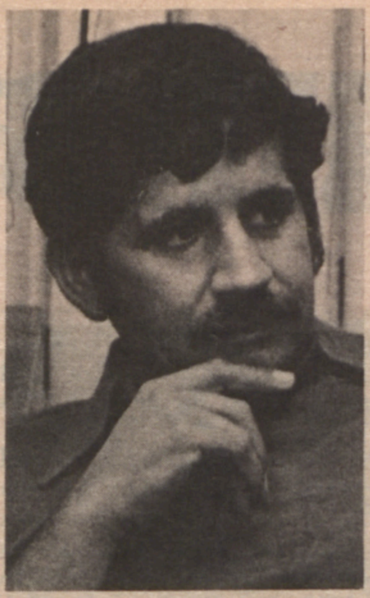
Could it be that this school is successful in matching the methods and curriculum to the child's lan-

There are not many lakes or rivers in Arizona, but there are many irrigation ditches. They are dangerously polluted, however, from the sprays of the cropduster's pesticides.

Guadalupe (Lupe) Castillo (left) and Elva Gonzalez, both teachers at the La Villa (Texas) School District, talk about their childhood experiences as migrant workers.

Macario Eguia, former migrant and now Title 1-Migrant community coordinator for the Caldwell School District No. 39 in Caldwell, Idaho, counsels migrant students in an Idaho onion field.

MIGRANT EDUCATION: Providing Alternatives



Edinburg (Texas) High School Principal Ruben Carrera says that because of the school's innovative programs, the drop-out rate has decreased.

Roy Fuentes, director of NEA's Migrant Education Project, presents a migrant education workshop to teachers of migrants at a Florida Teaching Profession-NEA (FTP-NEA) leadership conference. Fuentes developed NEA's Organizational Design for Migrant Education which was presented to Congress in September.

Josie Herndon (left), member of Arizona Education Association's Migrant Education Committee and project coordinator of the Title 1-Migrant Project at Wellton Elementary School in Wellton, Ariz., helps a student with the aid of an audio visual machine.

guage, cultural background, and learning style?

Commenting to Salazar about what I had observed—the low teacher-pupil ratio, the innovative programs, the plethora of teaching materials, the motivated teaching and support staff, Salazar replied, "None of this could have been possible without federal funds."

Of course, I thought. This is what it's all about. This is what we've been fighting for. After having written about years of NEA involvement in bilingual and migrant education, NEA-sponsored legislation, NEA lobbying efforts for passage of funding in these areas, here I was, seeing first hand in a small south Texas school the positive effects of NEA's efforts.

"There are some modifications that are needed," Salazar said. "We want to go more and more into individualized instruction. We have it now up to the fourth grade and we'd like it to go through the sixth grade. "It's more successful . . . the smaller student-teacher ratio and the learning centers."

The next day I met Lidia Lopez, a 23-year-old community aide employed at La Villa as a result of Title I-Migrant funds. Her duties include contacting families of migrant children. She checks on children who are not in school, encourages parents to enroll their children earlier, advises them about health services, school programs and services, and generally provides information to parents and school personnel as needed.

Talking with Lidia gave me insights into the strength of family loyalty and other cultural traits that are representative of Mexican American migrant families. She is the oldest of fourteen children. The youngest is now just over a year old.

"We started to go up north when I was in the eighth grade," she said. "We went to Minnesota to work sugar beets and after that we went to Colorado. We stopped going to Colorado because we didn't get enough money. There was a crew chief that recruited us and took us there in his truck. We didn't have a house or a car at that time. We stayed in camps and when we were here we stayed with relatives."

Lidia kept talking. She talked about her entire family working in the fields from sun-up to sundown with a half hour lunch break, except for her mother who was usually sick. She talked about wanting to go to college but couldn't because she had to keep working.

"Last year I was the only one to work, so my family had to live entirely on my income," she said.

"What about now, do you keep any of your money?" I asked.

"No, all my salary goes to my family to help support them," she said.

I was stunned. "You're 23-years-old. Have you ever considered leaving your family and going on your own?"

"No, my father wouldn't let me and besides I couldn't do that; my father has been too good to me," she said.

Lidia talked about her situation calmly and pleas-

NEA Has History of Involvement in Migrant Education

NEA's Representative Assembly affirmed its commitment to improve the lives of the nation's migrant workers and their families by voting in 1969 to support legislation to ensure collective bargaining and education rights for migrant workers.

The NEA Board of Directors adopted a Program Plan for Migrant Farmworkers in May 1974. Designed to help the United Teaching Profession delineate its role and responsibility toward the education of migrant farmworkers' children and other migrant farmworker problems, the Program Plan set forth legislative, supportive, and coordinating strategies for Association involvement in migrant education. This involvement took the name "NEA Migrant Project." Today, the Project consists of active thrusts to improve migrant education, ensure collective bargaining rights for migrant agricultural workers, and work with state affiliates to institutionalize migrant farmworker programs at state and local levels.

The NEA Migrant Project so far has come up with two significant products and a defense of two important migrant programs: NEA's Migrant Project has developed an "Organizational Design for Migrant Education" which President John Ryor presented to the House Committee on Education and Labor in September. It also has helped establish eight Migrant Education Committees in NEA state affiliates in Arizona, California, Colorado, Florida, Michigan, North Carolina, Texas, and Washington.

In addition, NEA was directly involved in the effort to deter the U.S. Department of Labor from defunding/eliminating the High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP).

The eight state affiliate migrant education committees, made up of educators and state association leaders, are studying the problems in their respective states, monitoring migrant education programs, and working cooperatively with allied organizations. NEA provides assistance in setting up workshops, planning meetings, providing consultation and information, and drafting migrant legislation.

Both the Florida and the Michigan state affiliates, FTP-NEA and MEA, have developed needs assessment surveys in an attempt to determine how to better serve the migrant student.

In addition, FTP-NEA is urging its legislature to include appropriations which school districts can use to plan and implement programs dealing specifically with the problems of migrant children. In spite of the fact that Florida's vegetable crops continue to increase at the rate of $100 million a year, the state earmarks no funds for its 60,000 migrant children.

antly. She didn't react to her frustrations with bitterness or anger. After relating her story to Lupe later that evening, he didn't act surprised. He said it was typical, that it was a cultural trait, that the family is an economic unit, and that family loyalties are very strong.

I visited Edinburgh High School the next morning. Lupe and Salazar told me about a migrant tutorial program that was about to start there. Edinburgh is a large town about twenty miles west of La Villa. The high school, built in the late fifties or early sixties, is a large, modern, comprehensive facility with playing fields and tennis courts.

"Our enrollment is at 2,670 right now and 350 of these kids are not back yet," said Principal Ruben Carrera. "We're busting at the seams because we've reduced the drop-out rate significantly and a lot of the kids are now coming back earlier."

Carrera, dressed in a blue sport shirt, casual slacks, and tennis shoes, leaned back in his office chair, and said, "We are committed to making this school an exciting place so that they will want to stay here and learn and graduate. We want to prepare them so they will have a choice for a different life, something their parents never had," he said.

As Carrera guided me through the school, he told me about Armando, a student who had promise in track and field but whose father wanted him to quit to work full-time.

"His coaches and teachers got together and went to his parents and talked them into letting him stay in school. He's now our cross-country track star," Carrera beamed.

We walked into a room that turned out to be a television studio with all the appropriate equipment —television cameras, sophisticated sound equipment, monitors, sound booths, and student-made stage sets. A few students looked as though they were testing some of the equipment.

"They're getting ready to televise their first football game tonight," Carrera said. "We're going to be taping our football games and pep rallys to air on the local public television station and I am scheduled to appear once a month on the air with a report to parents."

Carrera then took me to meet José Loya, a migrant counselor, who was hired with Title I-Migrant funds to serve the migrant students. Loya seemed especially qualified for his job, not only because he was a former migrant but because he never thought he could be anything else.

"After I left my family to go on my own I was driving a truck," Loya said. "I stopped at a gas station and ran into a guy that went to school with me. I asked what he did now and he told me he was a doctor. 'A doctor, you were the dumbest guy in class,' I said."

Loya said soon afterwards he sold his truck and went to college. "I now have a master's degree and I also own a lumber business. I'm doing this because I want to help these kids. It's not for the money; my business does very well."

"My primary job here is to assist the migrant student in every way, not just for things in school, but in every way," he asserted. "If they don't have money for shoes, clothes, dental service, medical attention, I see that they get it. We also provide a one-to-one tutoring service on a regular basis or a temporary basis. I try to find sympathetic universities that will help the migrant student who wants to go to college with tuition, books, and other costs. And we have gotten help from the University of Michigan, Indiana, Wisconsin, California, Washington, Oregon, New Mexico, Utah; and I even helped a migrant student get into Yale. Texas has the most migrants and the University of Texas offers zero," he said.

That afternoon an in-service session was held for about 80 student tutors. Marion Bates, supervisor of the student tutor program, explained that Edinburg had a limited tutoring system last year, but this year they received funds to expand it to 80 migrant tutors.

The student tutors must be juniors and seniors and must have a grade level achievement record in the area they are going to tutor, Bates explained.

It's a long day for migrant children. Most of them are working in the fields two and three hours before school and about four hours after school.

Title 1-Migrant funds enable school districts to hire personnel like José Loya, a migrant-student counselor at Edinburg (Texas) High School. "I try to emphasize to my students that education is not a guarantee of success, but that it holds the key to open many doors," Loya said.

PL 94-142, the Education of All Handicapped Children Act, was passed in 1975 but does not include specific language concerning handicapped migrant children.

The drop-out rate is steadily decreasing for migrant students at Dysart High School in Maricopa County, Ariz., because program offerings are tailored to meet the needs of the migrant students, and the varied activities, such as this modern dance class, add extra incentives to stay in school.

MIGRANT EDUCATION: Providing Alternatives

"They also must have a good attendance record."

She said that research indicates that the tutee shows one and one-half months progress for every month's tutoring and the tutor progresses twice that much.

"I think it's a fantastic opportunity for these kids," Bates said. "The tutors will be paid $2.30 an hour. It's an incentive to achieve, help others to achieve and it's a good incentive to come out of the fields and stay in school. The parents don't mind, of course, because they are getting paid."

Well, to say the least, I was impressed with Edinburg High School. I was aware that much emphasis has been put on the needs of the elementary migrant students and many programs are in existence to help meet those needs. However, I was also aware that migrant secondary students in most areas of the country suffer from educational neglect and only a few schools even attempt to meet the needs of secondary migrant students. Edinburg, for certain, is an exception.

Vidal Rivera, chief of Migrant Education for the U.S. Office of Education, says the innovative programs that have been and are being developed to serve the migrant student have ramifications for the entire mobile population in the country. "Right now we're dealing with agrarian migrant students, but what about the dependent service kids, the kids of corporation executives who move from state to state, the forestry workers, etc.?"

That night I flew to Phoenix and met the next day with Josie Herndon, a member of Arizona Education Association's Migrant Education Committee.

Herndon teaches in the Wellton School District at the Wellton Elementary school just east of Yuma. She is also the Migrant Project Coordinator for the school district and has the responsibility for implementing the program.

"This year we applied for and received $76,000 to run our program," she said. "With this money we were able to hire one special teacher and one bilingual tutor, eight teacher aides, and one migrant student records clerk.

"The rest of the money (approximately $20,000) will be used for employees' fringe benefits, to buy instructional supplies, to pay expenses for training workshops, conferences, meetings for personnel and Parent Advisory Council members," Herndon explained.

"We determined what positions and what materials were needed through a needs assessment," Herndon said, anticipating the question. "Those involved in developing the needs assessment included parent advisory council members, the project coordinator, teachers, paraprofessionals, and administrators. They reached a consensus that the ability to read was of paramount importance, followed very closely by oral language skills and mathematics."

Arizona's Director of Migrant Education J. O. "Rocky" Maynes points out the patterns of the migrant stream.

Herndon took me on a guided tour of the school, introduced me to teachers and aides, and showed me her program at work. But I didn't spend as much time in Wellton as I would have liked because my schedule dictated that I leave early to meet Dr. J. O. "Rocky" Maynes, director of the Arizona State Migrant Education Program, in Phoenix.

Maynes immediately impressed me as a warm, unpretentious, and hospitable human being, who was high on migrant education. On his office wall hung a poster that read: "Choices, not Circumstances."

"That's what it's all about," he said. "We want these children to be able to have a choice."

Maynes talked briefly about his state migrant program which serves some 10,000 students in 40 school districts. He told me about the new Migrant Program Insurance, a comprehensive accident insurance program available at no cost to a child's family, which covers the full cost of most medical bills required because of a child's accident. He said the insurance covers accidents that occur at home or at school, 24 hours a day, seven days a week.

He asked what school districts I had visited and suggested that I go take a look at the Dysart School District in Maricopa County.

I reached the Dysart campus late the next morning after having made a wrong turn on the way. Again, it wasn't what I had expected. Dysart looked more like a community college than a public school. It was huge with separate building complexes divided by campus grounds. I learned later that the high school complex was on one side of the campus while the other buildings housed the elementary and intermediate grades.

I met Marie Marin, district coordinator of federal programs.

"I came here in 1949 as an Americanization teacher," she said.

"A what?," I asked.

"That's what they called a bilingual teacher then," she said. "But we've come a long way since those days. Attitudes have really changed, both on the part of the Mexican Americans and the Anglos."

She suggested that we take a walk across campus since I indicated an interest in seeing the high school. We walked into a modern dance class.

"A few years ago I doubt you would have seen this anywhere," she said.

She was referring to the girls in leotards and shorts and the large number of boys that were in the same class.

"We had a very hard time getting Mexican American students to participate in any physical education activities because the girls were too modest to wear shorts and of course the boys were very macho conscious," Marin explained.

Again, I was impressed. The school activities included almost everything imaginable. I saw classes in rug weaving, macrame, orchestra, band, arts and crafts, auto mechanics, tennis, welding, even guitar classes.

"These activities are incentives to stay in school," she said.

But don't get the wrong impression. Students were also hard at work in study carrels, in regular classrooms, and in small groups with an instructional aide or a teacher.

Unfortunately, schools like Dysart, Edinburg, and others that I mentioned are exceptions. There are still thousands of migrant children whose educational needs are not being met. NEA has been a vanguard for change in this area, and President John Ryor recently presented an Organizational Design for Migrant Education in testimony before the House Subcommittee on Elementary, Secondary, and Vocational Education. Part of this testimony appears on page nine of this issue.

National Computer Network Traces Migrant Student Records

Viola Hayes, computer terminal operator for the Migrant Student Record Transfer System (MSRTS) at the Migrant Education Resource Center in Nampa, Idaho, feeds information to the MSRTS central data bank in Little Rock, Arkansas. The system has recently been improved and it can now provide information to teachers about what the children know, such as whole numbers, fractions, reading skills, etc. Before, the system provided only test scores and health information.

The problem plaguing teachers and school personnel in educating migrant children has always been their intermittent attendance and the fact that school records seldom moved with the children.

When the new teacher asked the student what was the last school he attended, he only knew he was in Idaho topping onions. Schools seldom knew the proper grades in which to place children. They had no health records and no history of the child's educational experience. Consequently, migrant students were constantly subjected to testing and re-testing, innoculation and re-innoculation, or in some cases, simply ignored.

But today that problem is much less critical, thanks to a computerized communications network that can, within four to 24 hours, provide a school with academic and health history of registered migrant children no matter where they travel in the migrant stream.

The heart of the Migrant Student Record Transfer System (MSRTS) is a central computer data bank, located in Little Rock, Ark., which can trace the whereabouts of a migrant child wherever he or she migrates.

Terminals are located all over the country so that each school district has access to one. Currently, there are over 500,000 migrant children in the system.

The housing in the background is condemned by the state of Idaho, but Hipolito Chaires (at right) and his son (wearing cap) live there. The grower rents it to them for $125 a month, Chaires said. Why don't they live in town? "We haul potatoes and there'd be no place to park my trucks," he said.

Patsy Alcantar (right) is a Title 1-Migrant community coordinator for the Dysart (Ariz.) School District. Here she helps a student try on a dress that she got from the Salvation Army. Many migrant students stay away from school because they lack adequate clothing.

The Cruz Lopez family lives in Arizona and migrates to Idaho every year. They are a somewhat typical migrant family, except that Sr. Lopez recognizes the importance of education and makes certain that his children attend school regularly. Two of his daughters have graduated from high school, but they will remain "under his roof" until they are married. Sra. Cruz (extreme left) also works in the fields, and at days end she begins the household chores.

Highlights of NEA Testimony To Congress on Migrant Education

On September 20, 1977, NEA President John Ryor submitted to the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor an "Organizational Design for Migrant Education" which included some specific NEA proposals for improving migrant education.

Following is part of his testimony:

"Mr. Chairman, the NEA urges Congress to establish a truly national migrant education program that would provide national leadership in the areas of planning, funding, coordination, and evaluation. The organizational design that I present today is the result of NEA dialogue with groups and individuals concerned with migrant education. I am certain that Congress will not disagree in the need for such a national office."

- **Administrator**—"A national office for migrant education should be administered by an individual who has direct responsibility and access to the U.S. Commissioner of Education."

- **Migrant Advisory Committee**—"I suggest, in addition to current proposals to establish advisory committees at the state level, that a National Migrant Advisory Committee be established and funded to work with the migrant education program at the national level. Membership should be drawn from parent advisory councils, specifically parents of migrant students and teachers of migrant students."

- **Program Planning and Evaluation**—"A program planning and evaluation component would stimulate the replication, with modification, of existing model migrant programs; e.g., the California Mini-Corps and the Florida Learn-and-Earn.

"NEA recommends that federal research and development monies be made available to migrant education to discover and help develop other innovative and promising programs that have gone unnoticed due to the lack of resources and technical assistance."

- **Fiscal Management**—"The establishment of a National Office of Migrant Education promises correction of the critical problems of late funding, piecemeal approaches, and inability to shift funds quickly to areas experiencing a great increase in the numbers of migrant workers.

"When the National Office of Migrant Education is adopted and becomes an administrative entity, it will require multiple funding under various laws.

"I wish to emphasize at this point, that all programs in migrant education should receive 100 percent of its funds according to the Full-time Equivalency Formula."

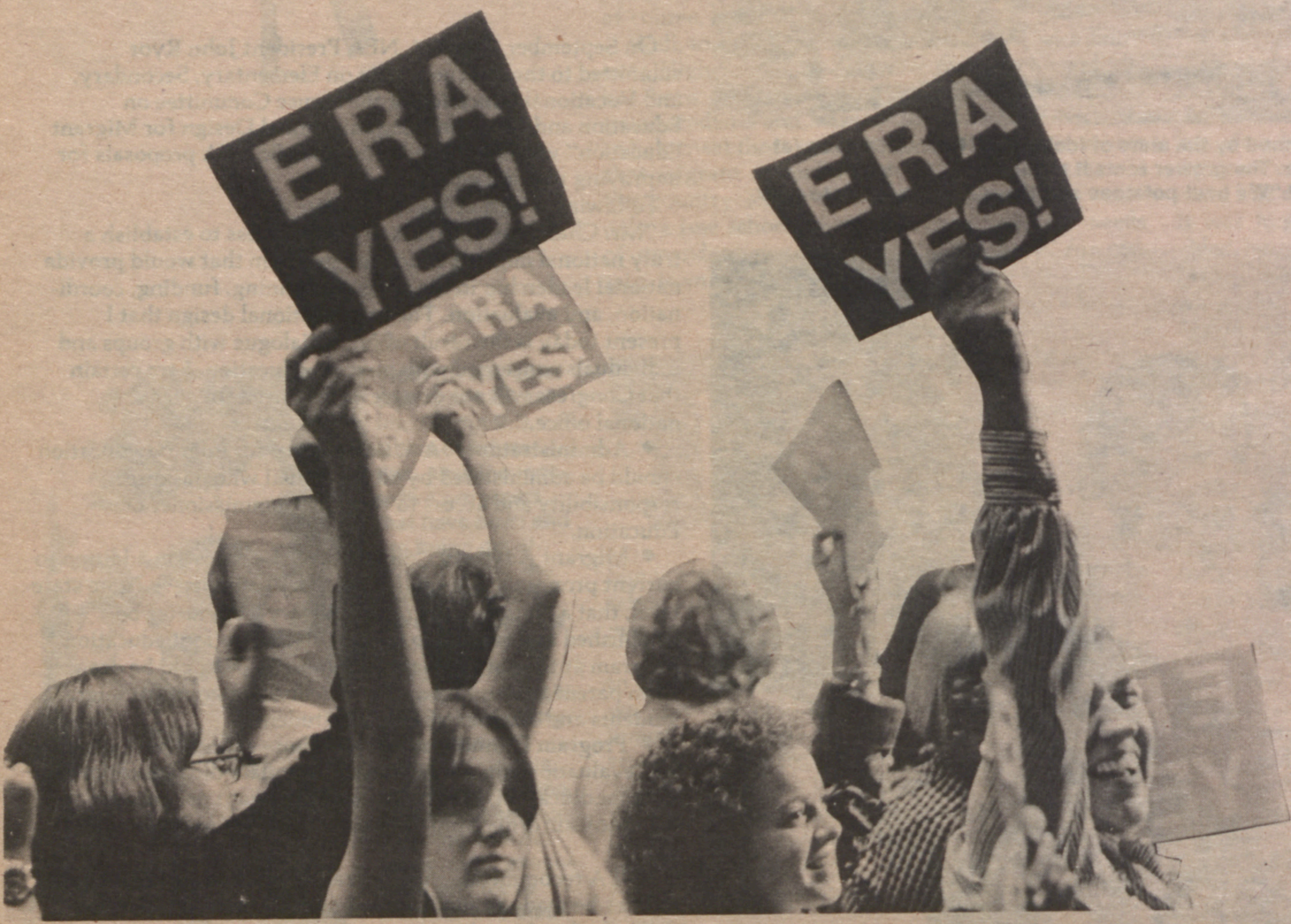
- **Migrant Student Record Transfer System (MSRTS)**—"While the local classroom and the individual student and teacher are the essential elements of education, the whole country may be made a classroom for the migrant student through the MSRTS. When the potential of this system is realized, the teacher will know that his or her work will be a valuable segment in a national educational process for migrant worker families.

"The MSRTS has made a good beginning in establishing a uniform national information system, but more needs to be accomplished before a maximum efficiency is achieved. Accurate, complete, and timely data must be analyzed, interpreted, reported, and fed into the decision-making apparatus of the migrant educational program; and an MSRTS component must be available to assist state and local migrant programs with their information systems."

- **Education of the Handicapped**—"NEA believes that services to handicapped migrant children under PL 94-142 should be made available through the Migrant Branch of the U.S. Office of Education. This office has the capability, as previously mentioned, to reach migrant worker families. Therefore, PL 94-142 should "set aside" funds for the education of migrant handicapped children by the various program components of the National Office of Migrant Education."

- **Program Components**—"NEA believes that migrant education will not progress much further without additional legislation and accompanying appropriations. Such legislation should be provided so that day care and preschool, elementary, secondary, post-secondary, handicapped, vocational, career, and adult basic education are available to migrant farmworkers. Each piece of legislation should contain the safeguards now assured for migrant education under ESEA Title I."

NEA Leaders Urge Women's Conference to Support ERA



HOUSTON—NEA President John Ryor, NEA Vice-President Willard McGuire, and more than 20 other association leaders and members attended the International Women's Year Conference here in November and urged the conferees to work harder than ever to pass the Equal Rights Amendment.

NEA delegates were active on the floor of the meeting, and NEA leaders spoke at several conference sessions. The Association also held a caucus reception for delegates during the conference.

NEA President John Ryor, addressing an ERAmerica session during the Women's Conference, reiterates NEA's support for women's rights and for ERA. "The ERA is right, it is necessary, and we've got to work harder than ever to achieve its ratification as the 27th Amendment to the Constitution of the United States," Ryor told the conferees. (At left is conference delegate Betty Friedan.)

NEA President Ryor shakes hands with Rosalynn Carter, who, with Betty Ford, spoke to the assembled guests at an ERAmerica fund-raising session.

Three NEA leaders who played a major role in the conference are Mary Hatwood Futrell (top left), here addressing the Equal Rights Amendment Ratification Assembly; Judith Lonnquist (top right), here seconding the adoption of the ERA plank during the conference; and Sue Dye, speaking at a Pro-Plan Caucus press conference. Futrell, who is president of the Virginia Education Association and president of the board of directors of ERAmerica, told the conferees that "educators across the nation, through their professional organization, the National Education Association, have recommitted themselves to an all-out effort to achieve ratification of the Equal Rights Amendment by March 22, 1979." Delegates to NEA's Representative Assemblies since 1969 have voted support of ERA.

The Equal Rights Amendment Will Reaffirm Everyone's Rights In Our Constitution

Help Ratify the Equal Rights Amendment
ERA

National
Education
Association

NEA Legislative Open Hearings Set

The NEA Standing Committee on Legislative and Financial Support for Public Education will hold three informal regional hearings during early 1978. The committee is seeking to learn of members' and leaders' concerns with the federal legislative program, to share ideas on the legislative process, and to answer questions about activities in Congress.

The hearings are scheduled as follows:

Saturday, January 21	Boston Parker House Hotel
Saturday, March 4	San Antonio El Tropicano Hotel
Saturday, March 11	Denver Denver Hilton Hotel

All of the meetings will begin at 9 a.m. and run as long as necessary so that everyone can be heard.

The committee wants as much participation as possible in these sessions to ensure full membership involvement in the Association's legislative efforts. For further information, contact Diane Barrett, NEA Government Relations, (202) 833-5416.

CORRECTION

In the November *Reporter*, a news item erroneously reported that Oregon NEA Director Glenn Harrison was reinstated by the Washington State Employment Relations Board. It was of course the Oregon Board that took the action in Harrison's favor.

One hundred and twenty lawyers attended the November conference of the National Association of Teacher Attorneys, held in San Diego. Some 60 state and local associations belong to NATA, which was organized in 1968 to coordinate the efforts of attorneys representing the National Education Association, its affiliates, and members. NATA holds two conferences each year at which these attorneys have an opportunity to discuss and analyze pertinent legal problems. Topics dealt with at the recent conference include academic freedom, coordinated bargaining, options for correcting illegal school finance structures, union security, and the rights of handicapped students and teachers. On the platform are (left to right) Robert Chanin, NATA president and NEA deputy executive director and general counsel; and Washington, D.C., attorneys David Silberman and Michael Gottesman. NATA's next conference will be held in Boston, May 17-19.

Education Reorganization Bids Reviewed by President Carter

WASHINGTON, D.C.—President Carter received, on December 5, three proposals—including two which call for a separate Department of Education—from his education task force on reorganization.

No firm reports on the exact direction of the Task Force Report of the Office of Management and Budget were available at press time. However, the three general options posed to the President included: (1) creating a separate Cabinet-level Department of Education; (2) creating a broader new Cabinet post that would include education and some other programs; and (3) leaving education in the Department of Health, Education, and Welfare, but upgrading its status.

NEA has lobbied extensively for a separate Cabinet Department of Education. Thousands of NEA members have written or cabled the White House requesting such a step as a way of fulfilling the Carter campaign promise to give education greater prominence within the federal government.

NEA and most of the rest of the education community testified this fall in support of Sen. Abraham Ribicoff's bill (S 991) that would create a separate Education Department.

(Note: In the December issue of the *Reporter*, listing House of Representatives supporters of legislation favoring a separate Department of Education, Rep. Jim Guy Tucker was identified with the wrong state; he is a Congressman from Arkansas.)

NEA Board of Directors Roll-Call Vote

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the NEA Reporter. Four such votes, taken by the Board at its September 30- October 1, 1977, meeting, appear here.

KEY: "Y" voted in favor of the issue; "A" abstained on the issue; "N" voted in opposition to the issue; "O" not voting (includes absentees and nonrespondents)

NAMES	STATE	Roll-Call Vote # 1	2	3	4	NAMES	STATE	Roll-Call Vote # 1	2	3	4	NAMES	STATE	Roll-Call Vote # 1	2	3	4
Butler	Ala.	Y	Y	Y	Y	Schutt	Mass.	Y	Y	Y	Y	Fox	Pa.	Y	Y	Y	Y
Dotson	Ala.	Y	Y	Y	Y	Christian	Mich.	Y	Y	Y	Y	Freitag	Pa.	Y	Y	Y	Y
Potter	Alaska	Y	Y	Y	Y	Duckworth	Mich.	Y	Y	Y	Y	Wyland	Pa.	Y	Y	Y	Y
Rochford	Ariz.	Y	Y	Y	Y	Jackson	Mich.	N	Y	Y	Y	Velez	P.R.	O	O	O	O
Thompson	Ark.	Y	Y	Y	Y	Kosa	Mich.	O	O	O	O	Mello	R.I.	Y	Y	Y	Y
Eddy	Calif.	Y	Y	O	O	Safronoff	Mich.	N	Y	Y	Y	Cooper	S.C.	Y	Y	Y	Y
Estrellas	Calif.	Y	Y	Y	Y	Bauermeister	Minn.	Y	Y	Y	N	Taylor	S.C.	Y	Y	Y	Y
Foglia	Calif.	O	O	O	O	Frelix	Minn.	Y	Y	Y	Y	Horgen	S.D.	Y	Y	Y	Y
King	Calif.	Y	Y	Y	Y	Holman	Minn.	Y	Y	Y	Y	Lewis	Tenn.	Y	Y	Y	Y
Kuiper	Calif.	Y	Y	Y	Y	Woods	Miss.	O	O	O	O	Pike	Tenn.	Y	N	Y	Y
Logue	Calif.	Y	Y	Y	Y	Keeling	Mo.	N	Y	Y	Y	Utley	Tenn.	Y	N	Y	Y
Tinson	Calif.	Y	Y	Y	Y	Johnson	Mont.	Y	Y	Y	Y	Avila	Texas	Y	Y	Y	Y
Woodruff	Calif.	Y	Y	Y	Y	Kaldahl	Nebr.	Y	Y	Y	Y	Brock	Texas	Y	Y	Y	Y
Boggs	Colo.	Y	N	Y	Y	Conrad	Nev.	Y	Y	Y	Y	Hilger	Texas	Y	Y	Y	Y
Bradshaw	Colo.	Y	N	Y	Y	Murphy	N.H.	Y	Y	Y	Y	Hunt	Texas	Y	Y	Y	Y
Bell	Conn.	Y	Y	Y	Y	Blackburn	N.J.	Y	Y	Y	Y	Pendergrass	Texas	Y	Y	Y	Y
Rossomando	Conn.	Y	Y	Y	Y	Gibson	N.J.	Y	Y	Y	Y	Reininger	Texas	Y	Y	Y	Y
Gates	Dela.	Y	Y	Y	Y	Owens	N.J.	Y	Y	Y	Y	Canning	Utah	Y	Y	Y	Y
Murphy	D.C.	Y	Y	Y	Y	Stilwell	N.J.	Y	Y	Y	Y	Chaffee	Vt.	Y	N	Y	Y
Myrick	Fla.	Y	Y	Y	Y	Ward	N.J.	Y	Y	Y	Y	Coffey	Va.	Y	Y	Y	Y
Wilson	Fla.	Y	Y	Y	Y	Smith	N. Mex.	Y	Y	Y	Y	Nelson	Va.	Y	Y	Y	Y
Cantay	Ga.	Y	O	Y	Y	Burke	N.Y.	Y	Y	Y	Y	South	Va.	Y	Y	Y	Y
Husbands	Ga.	Y	Y	Y	Y	Carter	N.Y.	Y	Y	Y	Y	Aucutt	Wash.	N	Y	Y	Y
Wright	Ga.	Y	N	Y	Y	Cleveland	N.Y.	N	Y	Y	Y	Peterson	Wash.	Y	Y	Y	Y
Fujimori	Hawaii	Y	Y	Y	Y	Koblitz	N.Y.	Y	Y	Y	Y	Keeney	W. Va.	Y	Y	Y	Y
Ducker	Idaho	N	Y	Y	Y	McKenzie	N.Y.	Y	Y	Y	Y	Blank	Wisc.	Y	Y	Y	Y
Barrow	Ill.	Y	Y	Y	Y	Pisa	N.Y.	Y	Y	Y	Y	VACANCY	Wisc.	–	–	–	–
Loyd	Ill.	Y	Y	Y	Y	Washington	N.Y.	Y	Y	Y	Y	Pyle	Wisc.	Y	Y	Y	Y
Mack	Ill.	N	Y	Y	Y	Johnson	N.C.	Y	Y	O	Y	Fitch	Wyo.	Y	Y	Y	Y
Rich	Ill.	Y	Y	Y	Y	Jones	N.C.	Y	Y	Y	Y	Benson (at-large)	Tenn.	Y	Y	Y	Y
Denny	Ind.	Y	O	O	O	Lewis	N.C.	N	Y	Y	Y	Newkirk (at-large)	Va.	Y	Y	Y	Y
Hock	Ind.	Y	Y	Y	Y	Larson	N.D.	Y	Y	Y	Y	Sproul (at-large)	Ky.	Y	Y	Y	Y
Halliburton	Iowa	Y	Y	Y	Y	Dickau	Ohio	Y	Y	Y	Y	Tate (at-large)	Ga.	O	O	O	O
Mitchell	Iowa	Y	Y	Y	Y	McDonald	Ohio	Y	Y	Y	Y	Bateman	SNEA	N	Y	Y	Y
Peterson	Kans.	Y	Y	Y	Y	Traxler	Ohio	Y	Y	Y	Y	Gurule	SNEA	N	Y	Y	Y
Steele	Kans.	Y	Y	O	Y	Willcox	Ohio	Y	Y	Y	Y	Fanning	SNEA	N	Y	Y	Y
Nall	Ky.	Y	Y	Y	Y	Wilson	Ohio	Y	Y	Y	Y	Bowser	Ex. Com.	Y	Y	Y	Y
Pessarelli	Ky.	Y	Y	Y	Y	Dyer	Okla.	Y	Y	Y	Y	Bruch	Ex. Com.	Y	Y	Y	Y
Kelly	La.	Y	Y	Y	Y	Fulton	Okla.	Y	Y	Y	Y	Harrison	Ex. Com.	A	Y	Y	Y
Sanders	Maine	Y	Y	Y	Y	Harrison	Ore.	Y	Y	Y	Y	Lipscomb	Ex. Com.	N	Y	Y	Y
Elliott	Md.	Y	Y	Y	Y	Lawrence	Ore.	Y	Y	Y	Y	Woodard	Ex. Com.	Y	Y	Y	Y
Jones	Md.	Y	Y	Y	Y	Rollins	OV	Y	Y	Y	Y	Wynn	Ex. Com.	N	Y	Y	Y
Flanagan	Mass.	Y	Y	Y	Y	Angle	Pa.	Y	Y	Y	Y	McGarigal	Ex. Com.	Y	Y	Y	Y
Gilmore	Mass.	Y	Y	Y	Y	Burse	Pa.	Y	Y	Y	Y	McGuire	Ex. Com.	Y	Y	Y	Y
Johnson	Mass.	O	O	O	O	Farr	Pa.	Y	Y	Y	Y	Ryor	Ex. Com.	N	Y	Y	Y

ROLL-CALL VOTE #2
Patricia Cantley (GA) was not present at the time of the roll-call vote but wished to be recorded in the negative regarding the New York City Project.

ROLL-CALL VOTE #3
Dorothy Steele (KS) was not present at the time of the roll-call vote due to responsibilities of a committee assignment but requested to be recorded in the affirmative regarding the utilization of the 1977-78 Contingency Fund.

Nancy Johnson (NC) was not present at the time of the roll-call vote and requested that her affirmative position be recorded.

Raymond Rossomando (CT) voted in the affirmative regarding the utilization of the 1977-78 Contingency Fund and submitted the following statement:

> "I have voted 'yes' because in every instance the funds were allocated to programs which could not be delayed to next year or cannot be avoided this year. I do object, however, to expending funds out of the Contingency Fund which could have or should have been anticipated in the Budget preparation."

1. Governance Budget *(Bradshaw-Lewis, E.)*
Adopted the following regarding the Governance budget:

To hold five Board meetings and two regional council meetings per Board action. The deficit of $53,290 resulting from these actions, to be covered by:

a) reducing the Convention Board meeting to a one-day meeting with a commensurate savings of $27,510, and
b) the remaining $25,780 be transferred from the Contingency Fund.

(113—YES, 14—NO, 1—ABSTAINING, 6—NOT VOTING)

2. New York City Project *(Harrison-Bowser)*
Adopted the following items regarding the New York City Project as amended:

a) NYEA be advised that NEA has terminated the bilateral agreement regarding an "Organizing Project" to create a "New York City Education Association";
b) the NEA operation in New York City be continued but redirected to the objectives outlined in the report with the priority objective being teacher contact and membership solicitation;
c) membership in New York City be on an at-large basis at the regular NEA dues ($30 in 1977-78 and $35 in 1978-79);
d) an organizing committee or organizing committees be appointed on an ad-hoc basis and on such occasions as they can assist with the objectives of the project;
e) $200,000 be appropriated from the Contingency Fund for the support of this project;
f) NEA and NYEA develop a new agreement which shall assure cooperation in the redesigned project.

(120—YES, 6—NO, 8—NOT VOTING)

3. Utilization of 1977-78 Contingency Fund *(Washington-McGarigal)*
Approved the following additional expenditures from the Contingency Fund:

Educators Employment Liability Program	$300,000
Interest Expense	150,000
NYSUT Legal Fees	100,000
Louisiana (Merger Plan)	50,000

(124—YES, 10—NOT VOTING)

4. Retirement Membership *(Stilwell-Boggs)*
Approved the expenditure of up to $25,000 from the Contingency Fund in order for the NEA Membership Division to institute a program whereby it compiles lists of retirees, updates the Division records, and sends retirees a membership form with a promotional piece of literature.

(125—YES, 1—NO, 8—NOT VOTING)

World Premier Movie "King" To Be Shown on NBC-TV

NBC-TV's World premier dramatization of a real civil rights struggle, "King," will be aired February 12 through 15 from 9 to 11 p.m., Eastern Standard Time.

The movie, starring Paul Winfield as the late Dr. Martin Luther King, Jr., and Cicely Tyson, who portrays his wife Coretta, was filmed on location in the environs of Macon, Ga.

"King" was written and directed by Academy Award winning writer Abbey Mann and deals with the adult life of the late civil rights leader and Nobel laureate.

Coretta King, the late civil rights leader's surviving wife, said she has read the Abbey Mann script of her husband's life "page by page."

"My husband is depicted in the script as a great and noble man," she said. "This film deals to a great extent and importantly, with material heretofore not publicized involving relationships with two Presidents, FBI activities, as well as our own family life."

She continued, "The treatment of Martin King, Jr., in the script is an entirely honest portrayal, and it reflects insights into the movement that changed American life. It gives full credit to the man who led the movement and sacrificed his life in that effort."

Mann's research for the film uncovered evidence which is responsible in part for setting up the House of Representative's committee to investigate King's assassination.

Actors Paul Winfield and Cicely Tyson portray Martin Luther King, Jr., and his wife Coretta, in NBC's World Premier movie "King."

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

January 15, 1978- A Legacy for Us All

Forty-nine years ago—on January 15, 1929—Martin Luther King, Jr., was born in Atlanta, Georgia. Throughout his adult life, he applied his great moral and spiritual insights to helping the oppressed and the oppressors as well. He broadened our understanding of the American concept of equality to include all Americans. The love that he had for all of us has enriched our lives—and the techniques of non-violence with which he showed his love—gained rights for those denied them.

Wisdom comes from perspective. We remember, 10 years after his death, the legacy that he has left us. We will find his legacy as we gear up to implement the Education of All Handicapped Children Act, for our sensitivities were heightened from the movement of Martin Luther King, Jr. We will find his legacy as we ponder the critical educational issues of the day, for we know that all teachers and all children were touched in some way by him.

Our challenge, as we observe the birthday of Martin Luther King, Jr., is to strengthen our individual efforts to extend his legacy of love, justice, and equity for every human being.

John Ryor, President

NEA Leader Has School Named for Her

TUCSON, ARIZ.—Maria Urquides, former Arizona Education Association president, former NEA board member, and a pioneer in the bilingual education movement, has been honored by having a school named for her.

The Maria Urquides School for Adaptive Education will serve multiply handicapped children.

Urquides, the first Mexican American elected to the NEA Board, was, until her retirement in 1974, a coordinator of student services in Tucson School District No. 1, the largest in the state. She provided much of the leadership which helped put NEA in the vanguard of the Bilingual movement. She was co-chair of the Tucson Survey Team which authored the hard-hitting NEA publication "The Invisible Minority—Pero No Vencibles," chaired the NEA Human Relations Conference on Spanish in the Southwest—which resulted in the Bilingual Education Act—and received an NEA Human Relations Award in 1970.

According to school officials in Tucson, she is the first Mexican American woman in the state history of Arizona to have a school named in her honor.

A Blue-Print for a Unique Observance of Martin Luther King, Jr.'s Birthday

There are 50 million students enrolled in public schools today, and few if any of those were born in 1956 when the struggle in Montgomery began. More than seven million of the children now in kindergarten were not even born when Dr. King was killed. The following organizational and activity plan is offered to help today's young people use the institution of the birthday party to learn about Dr. Martin Luther King, Jr. It is designed so that everyone may make a contribution.

Time Needed: Several weeks for research and development and two to six hours for the birthday party.

Date of Party: January 15 or the last day of school prior to January 15. In 1978, the party should be held on January 13.

Preparation: Six committees should be established. The *Activity Committee* would determine activities, such as book reports, films, drama, scrapbooks, drawings, role plays, poetry, discussions, or songs. The *Research Committee* would list topics for research and reports, such as nonviolence, the Montgomery bus boycott, the March on Washington, the Selma March, Dr. King in Birmingham, Dr. King in Memphis, the Poor People's March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965. The *Decoration Committee* would list ideas for creating an atmosphere, such as painting murals, decorating the party room and building, and collecting pictures. The *Invitation Committee* would list those to be invited. The *Refreshment Committee* would list menu ideas (including a birthday cake) and prepare, order, and serve refreshments. The *Gift Committee* would list ideas that emphasize the spirit of giving and sacrifice and that do not involve competition.

"Education of the Handicapped" Theme of NEA Human and Civil Rights Conference

WASHINGTON, D.C.—Education of the handicapped is the topic for NEA's Sixteenth Annual Human & Civil Rights Conference, March 17-19, at the Sheraton Park Hotel here. Major emphasis will be on PL 94-142, the Education of All Handicapped Children Act.

On Friday, March 17, ten small group sessions are scheduled simultaneously to discuss five major aspects of the Act—Least Restrictive Environment, The Individualized Education Program, Due Process for Parents and Students, "The Plan," and In-Service Programs.

On March 18, small group sessions will address Collective Bargaining and PL 94-142; Communication for Instructional Purposes; Testing—Uses/Abuses; Finances; and Transportation Problems relating to the law. Gallaudet College will make a special presentation.

The concluding session on Sunday, March 19, will address the issues confronting teachers.

NEA FINANCIAL REPORT TO MEMBERS

by Secretary-Treasurer John T. McGarigal

To the Executive Committee and Members of the
National Education Association of the United States

We have examined the statement of assets, liabilities and fund balances of the General Fund and Capital Improvement Fund of the National Education Association of the United States as of August 31, 1977 and 1976 and the related statements of General Fund income and expenses and sources and uses of cash for the years then ended. Our examinations were made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 3, the Association filed a lawsuit against the New York State United Teachers in September 1976 to collect unpaid membership dues for fiscal 1976. Although management believes that the prospects for a favorable judgment in this matter are good and that the unpaid portion of the dues will be collected, we are unable to currently evaluate the outcome of this matter.

In our opinion, subject to the effects of such adjustments, if any, as might have been required had the outcome of the matter regarding the ultimate collectibility of membership dues referred to in the preceding paragraph been known, the financial statements examined by us present fairly the assets, liabilities and fund balances of the General Fund and Capital Improvement Fund of the National Education Association of the United States at August 31, 1977 and 1976 and the General Fund income and expenses and sources and uses of cash and the changes in the Capital Improvement Fund for the years then ended, in conformity with generally accepted accounting principles consistently applied.

We have also examined the statement of assets, liabilities and fund balance of the Special Purpose Funds as of August 31, 1977 and 1976 and the related statement of income, expense and changes in fund balance for the year ended August 31, 1977. As described in Note 2, effective September 1, 1976, the Association changed the method of accounting for the Special Purpose Funds from the cash basis to the accrual basis. In anticipation of this change, the statement of assets, liabilities and fund balance of the Special Purpose Funds at August 31, 1976 was prepared on the accrual basis. It was impracticable, however, to determine the adjustments necessary to reflect the use of the accrual basis method of accounting as of the beginning of fiscal year 1976 and therefore an accrual basis statement of activity for the year ended August 31, 1976 has not been prepared. In our opinion, the Special Purpose Funds financial statements examined by us present fairly the assets, liabilities and fund balance of the Special Purpose Funds at August 31, 1977 and 1976 and the income, expense and changes in fund balance for the year ended August 31, 1977, in conformity with generally accepted accounting principles consistently applied during the period except for the change, with which we concur, referred to above.

Washington, D.C. Price Waterhouse Co.
October 17, 1977

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES AUGUST 31, 1977 AND 1976
GENERAL FUND

ASSETS

	1977	1976
Cash	$ 560,125	$ 321,564
Short term investments, at cost	—	2,000,000
Membership dues receivable from certain state associations—		
Notes due over extended periods (Note 3)	540,444	741,245
Other, net of reserves for cancellations of $781,374 in 1977 and $785,177 in 1976 (Note 3)	10,666,235	10,490,245
Accounts receivable—publication sales and advertising	49,513	51,787
Amounts due from governance and non-governance affiliates and other organizations (including notes receivable of $80,000 in 1977 and $145,500 in 1976) (Note 2)	337,334	442,799
Investment in non-operating land and land improvements, at cost (Note 2)	955,373	929,915
Investment securities, at cost (quoted market value of $88,000 in 1977 and $1,857,000 in 1976) (Note 2)	90,470	1,937,388
Other assets	707,074	589,565
Amount due from Special Purpose Funds (Note 2)	166,086	—
Total General Fund assets	$14 072,654	$17,504,508

LIABILITIES AND FUND BALANCE

	1977	1976
Liabilities:		
Notes payable (Note 7)	$ 300,000	—
Accounts payable and accrued liabilities	1,874,131	$ 1,887,212
Accrued vacation	1,862,579	1,980,290
Accrued severance pay	789,423	703,054
Amount payable to state and local associations under idemnification agreements (Note 4)	1,028,365	1,130,593
Amount payable to Special Purpose Funds (Note 2)	—	480,984
Amounts held for governance and non-governance affiliates and other organizations (Note 2)	188,636	218,783
	6,043,134	6,400,916
Fund balance (Note 2):		
General reserve, beginning of year	10,049,484	10,049,484
Excess of expenses over income	(3,074,072)	—
General reserve, end of year	6,975,412	10,049,484
Operating reserve, beginning of year	1,054,108	—
Excess of income over expenses	—	1,054,108
Operating reserve, end of year	1,054,108	1,054,108
Total fund balance	8,029,520	11,103,592
Total General Fund liabilities and fund balance	$14,072,654	$17,504,508

CAPITAL IMPROVEMENT FUND

	1977	1976
Cash	$ 55,640	$ 25,890
Note receivable (Note 5)	350,000	350,000
Accrued interest receivable	4,958	4,958
Land, at cost	1,753,777	1,753,777
Buildings, at cost, not being depreciated	11,431,128	11,431,128
Total Capital Improvement Fund assets	$13,595,503	$13,565,753

	1977	1976
Fund balance (Note 2):		
Balance, beginning of year	$13,565,753	$13,659,905
Interest income	29,750	4,958
Loss on sale of land and building (Note 5)	—	(99,110)
Balance, end of year	13,595,503	13,565,753
Total Capital Improvement Fund balance	$13,595,503	$13,565,753

STATEMENT OF GENERAL FUND INCOME AND EXPENSES FOR THE YEARS ENDED AUGUST 31, 1977 AND 1976

	1977 Budget	1977 Actual	1976 Actual (Reclassified-Note 2)
Income:			
Membership dues (net of indemnification agreement allowances of $1,100,000 in 1977 and $1,080,000 in 1976)	$47,090,000	$45,980,237	$43,778,607
Advertising	500,000	526,105	501,894
Interest and investment income	300,000	143,389	317,649
Fees and services principally for governance and non-governance affiliates and other organizations	700,000	692,787	615,911
Miscellaneous	100,000	16,775	29,668
	48,690,000	47,359,293	45,243,729
Expenses:			
An Independent, United Teaching Organization	5,402,350	5,336,067	4,941,510
Professional Excellence	4,330,884	4,387,595	3,855,342
Economic and Professional Security for all Educators	9,501,458	9,448,790	7,271,056
Significant Legislative Support for Public Education	2,374,614	2,076,035	1,853,867
Human and Civil Rights in Education	5,143,426	4,909,027	3,299,366
Leadership in Solving Social Problems	413,115	316,374	159,330
Basic Support Systems:			
Research	1,167,274	1,159,115	954,380
Communications	2,653,086	2,259,966	2,250,884
Uniserv	9,598,457	9,336,998	8,963,493
Governance	3,176,619	3,044,025	3,196,876
Administrative Services	7,524,775	8,159,373	7,443,517
	51,286,058	50,433,365	44,189,621
Excess of (expenses) income	$ (2,596,058)	$ (3,074,072)	$ 1,054,108

SCHEDULE OF EXPENSES BY TYPE

	1977	1976
Salaries and benefits	$15,529,912	$15,551,346
Grants to and joint projects with state and local associations (including grant of $4,150,000 made to New York Educators Association in 1977)	15,902,569	10,224,597
Travel	5,460,002	5,628,834
Publication costs	2,548,072	2,439,937
Outside services (including consultants, printing, legal and audit)	5,234,980	4,160,539
Office expenses (including telephone, office supplies and utilities)	1,919,484	2,313,950
Administrative expenses (including interest, insurance and rent)	687,402	1,096,093
Grants to affiliates (including grants to DuShane Fund of $1,600,000 in 1977 and $1,688,036 in 1976—Note 6)	1,830,740	1,903,986
Machinery rentals, repairs, materials and supplies	1,320,204	870,339
	$50,433,365	$44,189,621

STATEMENT OF GENERAL FUND SOURCES AND USES OF CASH FOR THE YEARS ENDED AUGUST 31, 1977 AND 1976

	1977	1976
Sources of Cash:		
Membeship dues		
Current year	$38,782,535	$34,442,154
Prior years	8,322,514	6,044,524
Advertising and publication sales	1,234,638	1,197,015
Proceeds from matured short-term investments	2,000,000	1,000,000
Proceeds from short-term borrowings	300,000	—
Proceeds from liquidation of Pooled Investment Fund	1,746,812	—
Fees and services, principally for governance and non-governance affiliates and other organizations	725,641	587,982
Interest and investment income	142,413	334,883
Excess of receipts (disbursements) for governance and non-governance affiliates and other organizations	42,465	(175,849)
Total sources of cash	53,297,018	43,430,709
Uses of Cash:		
Expenses	50,888,839	44,124,384
Indemnification payments to state and local associations for loss of memberships	1,202,228	730,486
Excess of disbursements (receipts) for Special Purpose Funds	647,070	(36,472)
Commissions, production and promotional charges for advertising and publications	166,989	164,115
Other	153,331	172,632
Total uses of cash	53,058,457	45,155,145
Increase (decrease) in cash	238,561	(1,724,436)
Cash balance, beginning of year	321,564	2,046,000
Cash balance, end of year	$ 560,125	$ 321,564

STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCE (NOTE 2) AUGUST 31, 1977 AND 1976
SPECIAL PURPOSE FUNDS

ASSETS

	1977	1976
Cash	$ 2,078	$ 7,834
Receivables on contracts	30,232	179,735
Receivables from travel tour participants and agents	317,724	160,950
Advance payments made on travel tours	7,110	194,546
Advance payments to International Institute	2,864	—
Amount due from insurance trust	225,000	—
Amount due from Florida Education Association	96,000	—
Investment securities, at cost (quoted market value of $148,000 and $151,000)	182,794	193,130
Amount due from General Fund	—	480,984
Total assets	$863,802	$1,217,179

LIABILITIES AND FUND BALANCE

	1977	1976
Liabilities:		
Accounts payable and accrued liabilities	$696,725	$ 534,477
Deferred income on travel tours and the International Institute	89,295	137,786
Amount due to General Fund	166,086	—
	952,106	672,263
Fund balance, after deduction of deficit balances in certain funds of $609,046 and $399,324	(88,304)	544,916
Total liabilities and fund balance	$863,802	$1,217,179

STATEMENT OF INCOME, EXPENSE, AND CHANGES IN FUND BALANCE (NOTE 2) FOR THE YEAR ENDED AUGUST 31, 1977
SPECIAL PURPOSE FUNDS

	Balance August 31, 1976	Income: Association	Income: Other	Expense	Balance August 31, 1977
DuShane Fund (Note 6)	$315,111	$1,600,000	$ 180,116	$ 2,206,742	$(111,515)
Reserve for Employee Retirement Benefits	287,617	—	—	9,365	278,252
Hilda Maehling Fellowship Fund	133,435	—	3,771	4,836	132,370
Committee on International Relations	72,077	—	130,283	202,360	—
William G. Carr Scholarship Award	49,593	2,000	2,871	2,811	51,653
Educational Technology Contracts and Grants	14,844	—	1,000	8,500	7,344
School Nurses Project—Child Abuse	4,681	36,500	—	39,643	1,538
Global Teachers Meeting	3,152	—	—	2,684	468
Givens Room Project	1,677	—	—	1,399	278
Bicentennial Essay Contest	1,019	500	—	1,519	—
Bicentennial Sculpture	648	—	—	—	648
Peace Studies Exposition	386	401	—	787	—
NAACP Assistance	—	50,000	5,330	9,337	45,993
National Institute of Education	(416)	—	284,392	283,976	—
USOE Ethnic Studies Grant	(1,317)	—	12,500	8,985	2,198
Special Services and Educational Travel Trust Funds	(337,591)	—	7,803,274	7,963,214	(497,531)
	$544,916	$1,689,401	$8,423,537	$10,746,158	$ (88,304)

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1977 AND 1976

NOTE 1—COMPOSITION OF FUNDS

The Bylaws of the Association provide that the General Fund shall comprise all income received in the form of dues, interest, dividends, fees, earnings from advertising, sales of Association publications, payments for services and funds received by gift, bequest, devise or transfer to the Association which are not specifically designated for deposit in the Capital Improvement Fund. All operating accounts and debt services shall be paid out of the General Fund.

In addition, the Capital Improvement Fund shall comprise the properties and permanent investments of the Association, and other funds or properties received by gift, devise, bequest or transfer for deposit in this Fund.

NOTE 2—ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Association is a nonprofit corporation incorporated under a special act of the United States Congress. The Association is exempt from federal income tax under Section 501(c)(6) of the Internal Revenue Code except for income derived from unrelated business activities. For the years ended August 31, 1977 and 1976, the Association incurred a loss from these activities; accordingly, no provision for income taxes has been included in the accompanying financial statements.

Governance Affiliates, Non-Governance Affiliates and Other Organizations

The Association provides various administrative services and acts as custodian for the funds of certain Governance and Non-Governance Affiliates and other organizations which also offer services to members of the Association and to other educators. However, each of these organizations has a separate Board of Directors and operates independently of the Association. Accordingly, the accompanying financial statements present the financial activity of the Association exclusive of these organizations, except for the funds held by the Association as custodian.

General Fund Budget

The budget of the Association is designed to achieve the goals and objectives of the Association. The budget amounts included in the General Fund statement of income and expenses are as approved by the Association's Representative Assembly and amended by the Board of Directors, as set forth in guidelines approved by the Representative Assembly. The 1976 expenses by goal have been reclassified to conform with 1977 budget classifications.

General Fund Operating Reserve

In accordance with the Association's New Bylaws, the Board of Directors authorized the transfer of the excess of income over expenses for the year ended August 31, 1976 directly to an Operating Reserve. A similar transfer was authorized for the year ended August 31, 1977 but did not occur because expenditures exceeded income. Appropriations from the Operating Reserve may be made only after approval by a two-thirds vote of the Board of Directors.

Life Memberships

In July 1973, the Representative Assembly approved the discontinuance of life memberships. However, all life membership applications received prior to that date will continue in force under their original terms which allow for the payment of life memberships in equal installments over a period of 10 years.

For the years ended August 31, 1977 and 1976, total life membership receipts were $1,795,648 and $2,004,754, respectively. Such amounts are included in membership dues in the accompanying statement of General Fund income and expenses. At August 31, 1977, the aggregate amount receivable from life membership applications received prior to July 1973 was approximately $4,413,000. This amount has not been recorded in the accompanying financial statements since it is not possible to estimate the amount which will ultimately be collected.

Capital Improvement Fund

As discussed in Note 1, the Capital Improvement Fund consists of the properties and permanent investments of the Association. Disbursement from the Capital Improvement Fund to acquire new properties or to provide for major long-term improvements in existing properties must be authorized by a two-thirds vote of the Board of Directors. Expenditures from this fund for any other purpose must be authorized by a two-thirds vote of the Representative Assembly.

Special Purpose Funds

The Association has various Special Purpose Funds which consist of restricted funds or funds designated for specific projects and purposes. Special Purpose Funds include activities such as the DuShane Fund (see Note 6), government and private contracts and grants, the organization of travel tours and the administration of various services such as annuity and insurance plans for members.

Effective September 1, 1976, the Association changed the method of accounting for Special Purpose Funds from the cash to the accrual basis. Accordingly, the accompanying statement of assets, liabilities and fund balance at August 31, 1977 and the statement of income, expense and changes in fund balance for the year then ended have been prepared on the accrual basis. In anticipation of this change in accounting, the Association prepared the Special Purpose Funds statement of assets, liabilities and fund balance at August 31, 1976 on the accrual basis. The cumulative effect of the change at that date was to decrease fund balance by $137,032. It was impracticable, however, to determine the necessary accrual basis adjustments as of the beginning of fiscal year 1976 and therefore, the statement of income, expense and fund balance for fiscal year 1976 has not been prepared.

Investment in Non-Operating Land and Improvements

The Association (General Fund) owns approximately 27 acres of land in Reston, Virginia. The cost of owning the land, primarily real estate taxes, are added to its original cost when incurred. The land was appraised in 1977 at a value of approximately $1,200,000 to $1,450,000.

Investment Securities

During the year, the Association sold its 99% interest in a pooled investment fund administered by a commercial bank. The sale of the securities in the fund resulted in a loss to the Association of $128,219.

Property, Equipment and Depreciation

The Association does not provide for depreciation on its buildings because it is the intention to finance future building replacements, when required, from sources other than income or capital. Building additions and major improvements are financed from the Capital Improvement Fund. Furniture and equipment are financed from the General Fund and are expensed when purchased.

NOTE 3—MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE ASSOCIATIONS

A portion of the membership dues not paid by certain state associations is represented by interest-bearing notes which are payable to the Association in varying amounts through 1982. The following is a summary of these notes as of August 31, 1977 and 1976:

	Balance as of August 31, 1977	Balance as of August 31, 1976
Representing dues receivable applicable to fiscal year:		
1972 and prior	$185,489	$260,290
1975	245,396	371,396
1976	109,559	109,559
	$540,444	$741,245

As a result of an action taken at its 1976 Representative Assembly, the New York State United Teachers (NYSUT) terminated its affiliation with the Association as of March 5, 1976 and ceased transmitting to the Association the fiscal 1976 dues of the Association members in New York State. At August 31, 1977, the amount of dues not transmitted was $2,328,923. The Association has instituted legal action against NYSUT to collect the unpaid dues and other damages based upon the Association's contention that NYSUT violated a Merger Agreement and Plan of Consolidation. NYSUT has filed a counter suit and has reported that it is holding $1,000,000 to cover alleged claims against the Association.

Management believes that the prospects for a favorable judgment in this matter are good and that the unpaid portion of the dues will be collected. Accordingly, no provision for loss has been included in the accompanying financial statements.

NOTE 4—AMOUNT PAYABLE TO STATE AND LOCAL ASSOCIATIONS UNDER INDEMNIFICATION AGREEMENTS

The amount payable to state and local associations under indemnification agreements represents an estimate of the Association's liability to certain state and local associations for reimbursement of their losses in membership income for a period up to three years subsequent to the year of unification. The actual amount of the liability cannot be finally determined until the state and local associations submit their claims for reimbursement.

NOTE 5—SALE OF LAND AND BUILDING

In 1976, the Association sold a vacant office building and land located in the business district of Washington, D.C. The property was sold for $400,000 which resulted in a loss, including expenses of disposition, in the aggregate of $401,104 of which $301,994 was recorded in 1974. Proceeds from the sale consisted of $50,000 in cash (before deduction of expenses of disposition) and a note receivable from the purchaser in the amount of $350,000 payable in equal annual installments from 1978 to 1981 plus interest at 8½% per annum.

NOTE 6—DuSHANE FUND

The DuShane Fund, which was established to protect the human, civil and professional rights of educators, had $1,513,069 in loans outstanding to teachers and state associations as of August 31, 1977. The ultimate collectibility of these loans cannot be determined and accordingly are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Fund, if and when received.

NOTE 7—BANK LINE OF CREDIT

In connection with a $12,000,000 line of credit granted by a commercial bank for which only a commitment fee is paid on that portion assigned to a letter of credit to the National Teachers Assistance Fund (see Note 9), the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the bank. As of August 31, 1977, the Association had borrowed $300,000 under this line of credit. As of October 17, 1977, the Association has borrowed $2,400,000 at interest rates that range from 7¼% to 7¾%.

NOTE 8—RETIREMENT PLAN

The Association has a contributory retirement plan which covers substantially all employees. The Association's policy is to fund retirement costs accrued. Retirement plan expense for the years ended August 31, 1977 and 1976 was approximately $1,368,000 and $1,265,000 respectively. The latest actuarial valuation as of January 1, 1977 indicated that the retirement plan had no unfunded liabilities.

NOTE 9—CONTINGENCIES

National Teachers Assistance Fund

The National Teachers Assistance Fund, Inc. (NTAF) is a non-profit corporation established for the purpose of providing financial and other assistance to member organizations and their individual members involved in disputes over terms and conditions of employment. In this connection, the NTAF has from time to time guaranteed loans made by commercial banks to teachers who were involved in such disputes. These loans are secured by letters of credit from those state affiliates which are members of the NTAF and also by the Association's letter of credit in the amount of $1,250,000. In the event of default on a loan, the Bylaws of NTAF provide that the bank shall first draw upon the letter of credit of the affiliate in which state the funds were transmitted and thereafter, proportionately from all other letters of credit, including the Association's.

As of August 31, 1977, the Association had pledged $400,000 of its letter of credit against approximately $1,600,000 in loans to teachers.

NEA-PAC Litigation

In September, 1977, the Federal Election Commission filed a civil action in the U.S. District Court for the District of Columbia against the Association, the NEA Political Action Committee (NEA-PAC) and 18 of the Association's state affiliates alleging violations of the Federal Election Campaign Act of 1971.

Specifically, the Commission claims that the use of the "reverse check-off" procedure for the collection of political contributions for the NEA-PAC is illegal. It asks, among other things, that the defendants be ordered to (a) refund all contributions collected through the "reverse check-off" procedure, and (b) pay a civil penalty of $10,000 or 200% of all contributions collected through the procedure. Approximately $380,000 in contributions collected through the "reverse check-off" during the 1976-77 membership year presently are being held in escrow by the NEA-PAC. An additional several hundred thousand dollars which were collected through the procedure during prior membership years have been expended.

The Association denies that the "reverse check-off" is illegal, and contends that even if it is, the relief requested by the Commission is inappropriate. Although it is difficult at this time to predict the outcome of the litigation, management believes that the prospects for a judgment, which avoids financial liability, are very good.

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Summer 1978 Travel Program Preview

Title	Class*	Code	Dates	Price	Departure City	Transportation	Countries to be Visited	Tour Highlights
Around South America	Deluxe	PSA-1 PSA-2 PSA-3 PSA-4 PSA-5	7/8-7/23 7/15-7/30 7/22-8/6 7/29-8/13 8/5-8/20	$995.00 to 1,208.00 Plus 15% tax and service	Miami New York and Chicago	Air, based on GIT and economy air fare	Peru, Chile, Argentina, Brazil	No better combination prevails than this dazzling quartet offered by our neighbors to the South: cosmopolitan Buenos Aires, the sparkling beaches of Rio de Janeiro, the Andean capital city of Santiago and magnificent Lima, in the heart of the land of the Incas. Sightseeing in each city.
Scandinavia Two weeks	Economy Class	RSC-1-12	Departures during June-August	$429.00 plus 15% tax and service	New York Boston (Air Fare supplement for other city departures)	Air, Affinity Charter (NEA membership required)	Norway, Sweden, Denmark	Back by popular demand is this truly bargain tour which includes three Nordic capitals of Scandinavia — Copenhagen, Stockholm and Oslo.
Britannia and Bagpipes	Economy Class	DHBF-1-7	Departures during June-August	$898.00	New York	Air, Based on ITC Charter air fare. Motor Coach	England, Wales, Scotland	London, Hampton Court, Stonehenge, Lake District, Highland dances in Edinburgh.
Roots—Dakar and Gambia	Economy Class	RDG-1 RDG-2 RDG-3 RDG-4	7/4-7/19 7/11-7/26 7/25-8/9 8/1-8/16	$499.00	New York Boston (Air supplement for other city departures)	Air, based on OTC Air Fare Motor Coach	Senegal, Gambia	Journey back in American history to the African region from which the forefathers of many Americans derived. Modern cities surrounded by native habitats, as well as a variety of indigenous wildlife.
Japan & Hong Kong Orient Holiday	Combination First and deluxe class	AJH-22-33	Departures during June-August 14 days	$955.10-$1,135.00 Plus 15% tax and service	Various departures throughout U.S.	Air, based on group affinity air fares (NEA membership required)	Japan, Hong Kong	Visit vibrant Tokyo. Continue to one of the most interesting and exciting places on earth, Hong Kong. Terminate your oriental adventures in Kyoto, formerly the cultural, religious and ancient capital of Japan. Optional tours offered from Hong Kong to Bangkok and Macao.
Hawaiian Lealea	First Class	PHL-1-8	Departures during June-August	$724.00 to 908.00	Various departures throughout U.S.	Air, based on GIT air fare Cruise	Hawaii	Islands of Kauai, Oahu, Hawaii, Maui. Sightseeing on all islands, including volcano tour, river cruise, Lahaina, and Honolulu.
Egypt—Land of the Pharaohs	Combination First and deluxe class	LPT-1 LPT-2 LPT-3 LPT-4 LPT-5 LPT-6	6/27-7/11 7/4-7/18 7/11-7/25 7/18-8/1 7/25-8/8 8/1-8/15	$1,249.00	New York	Air based on 8/21 day non-affinity group air fare Motor Coach	Egypt (Cairo, Luxor, Aswan, Alexandria. Options to Abu Simbel, Dendera/Abydos and the Suez)	Egypt, one of the most fascinating destinations. Ride a camel to the great pyramids (one of the 7 wonders of the ancient world) and Sphinx; visit the famous Egyptian Museum, bazaars, mosques, citadel and Memphis/Sakkara. Explore the Nile Valley, including Karnak/Luxor Temple, the Valley of the Kings and Queens; Edfu and Kom Ombo. From Alexandria, tour the battlefields of El-Alamein.
Danube to the Volga	First Class	LR-1 LR-2 LR-3	7/5-7/24 7/26-8/14 8/2-8/21	$1,699.00	New York	Air, based on GIT Air Fare Motor Coach Canal Trip Inner country flights	Czechoslovakia, Russia, Hungary	Full sightseeing in Prague including a full day in the country to the Bohemian castles of Nelahozeves and Melnik. On to USSR to visit Moscow, Volgograd, Kiev, Leningrad (two theatre performances, excursion Petrovorets). In Hungary tour the twin cities of Buda and Pest. Full day trip to Danube Bend, Visegrad, King Matthias Palace climaxed by a visit to historic Esztergom.
Mediterranean Cruise		LMC-1 LMC-2 LMC-3	6/23-7/5 7/15-7/27 8/6-8/19	$1699 & up $1699 & up $1699 & up $1599 & up Port taxes $49	Chicago Chicago Dallas Philadelphia	R/T charter TIA to Europe. Cruise on *M.V. Victoria*	Venice, Italy; Dubrovnik, Yugoslavia; Alexandria and Port Said, Egypt; Ashdod and Haifa, Israel; Rhodes, Crete, Santorini and Patmos, Greece; Ephesus, Turkey.	12 ports of call, 6 countries, 4 Greek Islands. Comprehensive sightseeing included, also overnight in hotel in Jerusalem en route Ashdod/Haifa. Visit Old & New Jerusalem, Dead Sea, Nazareth, Galilee, Bethlehem, Megiddo and more. En route from Alexandria to Port Said you will visit the famous Pyramids and Sphinx, the Egyptian Museum and ride a faluka on the Nile. NEA bonus package on this cruise such as special lectures on educational systems in Middle East; Sound and Light performance in Cairo.

Professional Development

Location	Code No.	Topic	Dates	Sponsoring Institution	Credits	Cost
Japan/East Asia (Hawaii, Japan, Korea, People's Republic of China, Hong Kong)	J/EA	Comparative Education, History and Society in East Asia	9/17-12/9/78	University of Hawaii	6 Semester credits 6 add'l semester credits available	$4,136.00

Note: Due to the length of time needed to secure permission for participants to visit the People's Republic of China, applications for J/EA must be received immediately.

Guard Against Accidents Help to Safeguard Your Financial Security

A serious accident can change your life, and the lifestyle of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with the Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to Unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And, there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contribution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	$19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	$19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse, and Each Eligible Child	$19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living; otherwise to any beneficiary you name.

****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a Unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 —$130,000 plus $50,000.

Eligibility

This program is available to all Unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a Unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as Unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as Unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled", you must, as a result of your disability, be unable to engage in any occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print)

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**.

The program does not cover losses, or disability where applicable, resulting from: suicide, attempt at suicide, intentionally self-inflicted injury, bodily or mental infirmity or disease, infection, war or any act of war, active duty in the armed forces, riding in races or testing automotive vehicles on a tract or speedway, riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

****Time limits not applicable in Pennsylvania.**

How to Enroll

Fill out the enrollment form, and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by:

Prudential — The Prudential Insurance Company of America, Licensed in all states, Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES — NEA ...We're listening.

ORD 70075 — Policy Form — SERIAL U

Accidental Death & Dismemberment Program,
P.O. Box 434, Fort Washington, Pa. 19034 — R-1-78

Statements By Member To Be Insured (Please print all answers)

NAME ______ (Last / First / Middle Initial)

RESIDENCE ______ (Street)

______ (City / State / Zip Code)

DATE OF BIRTH: ______ (Mo. / Day / Year)

BENEFICIARY AND RELATIONSHIP (example: Mary A. Doe, NOT Mrs. John Doe)

______ (First Name / Middle Initial / Last Name / Relationship)

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00) ☐ AD&D ONLY ($19.00)

Enrollment for Disability Benefit is limited to members less than age 60.

INDICATE COVERAGE DESIRED: (please check one)

☐ Member only ☐ Member and each eligible child
☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by the Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

Date Signed ______, 19__

SIGNATURE OF MEMBER ______

Make Check Payable to: NEA AD&D Insurance

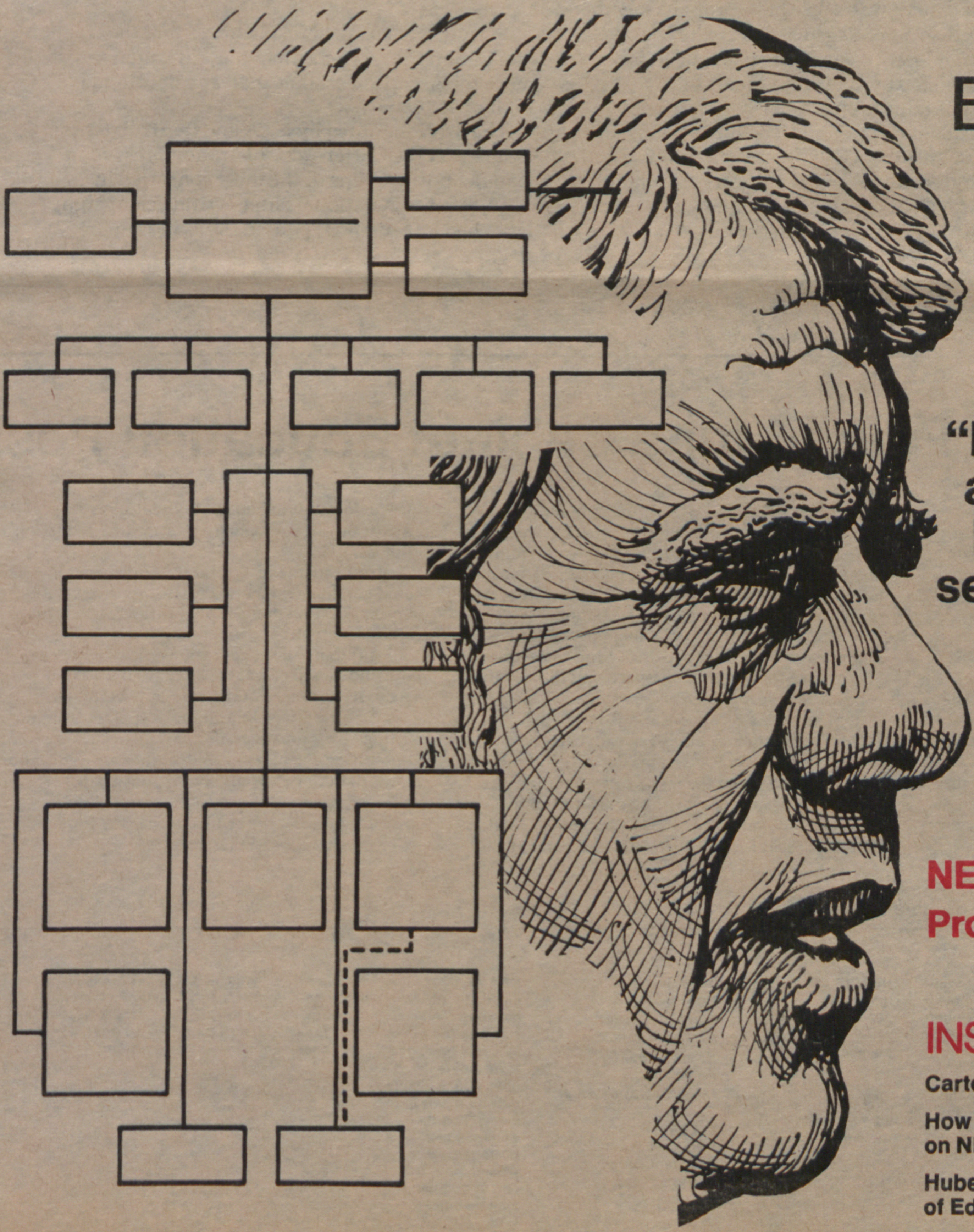
Ident. No. — Eff. Date — Dep. — Plan Code

Circulation
this issue: 1,710,932
March 1978 Vol. 17, No. 2

nea reporter

Published by
National Education Association
Washington, D.C.

Carter Calls for Department of Education



Ending the HEW Morass

"It's time to take another major step by creating a separate Department of Education"

—President Carter in his State of the Union address

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NEA Hails Carter Decision Putting Power of the White House Behind a Department of Education

WASHINGTON, D.C.—Teachers have moved a giant step closer to winning one of their long-time top goals as the first stage of NEA's drive for a Cabinet-level U.S. Department of Education culminated in President Carter's formal announcement that he will push for creation of the Department by Congress.

NEA President John Ryor, lauding Carter's action, predicted that the Department "can do more for American schools than any development in the last 100 years."

Carter made the announcement in his nationally televised State of the Union address January 19. His exact statement was: "We have brought together parts of 11 government agencies to create the new Department of Energy—and now it is time to take another major step by creating a separate Department of Education."

NEA President Ryor reiterated NEA's pledge that its 1.8 million members will "give President Carter and the Congress all necessary support to facilitate prompt passage" of legislation removing Education from HEW and giving it Cabinet status.

"Teachers and students in this nation have been buried too long in the giant HEW bureaucracy and short-changed year in and year out because of it," Ryor said. "The next crucial step to ensure education's position as a national priority will be to enact legislation necessary to create the Cabinet-level post."

Ryor explained that a separate Department "will permit better and more effective use of federal dollars for education; permit, for the first time in our nation's history, the development of a coherent national education policy; and make certain that education is clearly delineated as a top national priority, as the nation's citizens have indicated that they want it to be."

In sum, Ryor said, "NEA believes that the creation of a Cabinet-level Department of Education can do more for American schools than any development in the last 100 years."

The drive mounted by NEA and its affiliates to assure that the Carter Administration press for a Cabinet post was one of the most concerted in NEA history. A national letter-writing campaign, launched last summer, poured thousands upon

NEA Has Long Fought for a Cabinet Education Post

NEA has been involved for many years in the struggle to win top priority for education within the U.S. government. In fact, NEA—then known as the National Teachers Association—successfully urged President Andrew Johnson and Congress to establish the first national education agency in 1867.

Since 1970, the fight for a separate Education Department has been led by NEA and five other major national education groups—the National PTA, the National School Boards Association, the American Association of School Administrators, the National Association of State Boards of Education, and the Council of Chief State School Officers.

NEA and these organizations have testified in support of S 991, the Senate bill sponsored by Sen. Abraham Ribicoff, himself a former Secretary of Health, Education, and Welfare.

Hearings on S 991 last year drew an unprecedented display of support for the new Cabinet Department. In addition to spokespersons from the "big six" education groups, support came from Democratic and Republican Senators and from six former U.S. commissioners of education.

Supporters of the new Cabinet post have given many reasons for their backing of the Department. NEA's case for a separate Department of Education is based on five major considerations:

1. The problems of education are so great that full-time attention of a full-time advocate at the federal level is required—a person who has the ear of the President and the respect of Congress.
2. A separate Department would give direction and coordination to the widely scattered education activities operated by the federal government, and this would result in better administration, less duplication, a more systematic attack on education's problems.
3. Unifying the responsibility for education would cut down on money wasted or thrown away on programs that don't apply or transfer to actual classroom situations.
4. A Cabinet-level education officer, with visibility and prestige, would promote educational sensitivity throughout the federal government.
5. A Secretary of Education—separate from the existing HEW bureaucratic sprawl—would answer the questions Congress has in authorizing education appropriations and would be responsible for guiding programs created by Congress, thus greatly enhancing the chance of success for our government's education efforts.

nea reporter

Published eight times a year (September, October, November, December, January/ February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 6, **Betsy Fox**; page 10, **David F. Penney**; page 11, **Roger Buchanan**; page 12, **Joe Di Dio**; page 14 (top), **Jan F. Anderson**; page 15, **Barbara Curtin.**

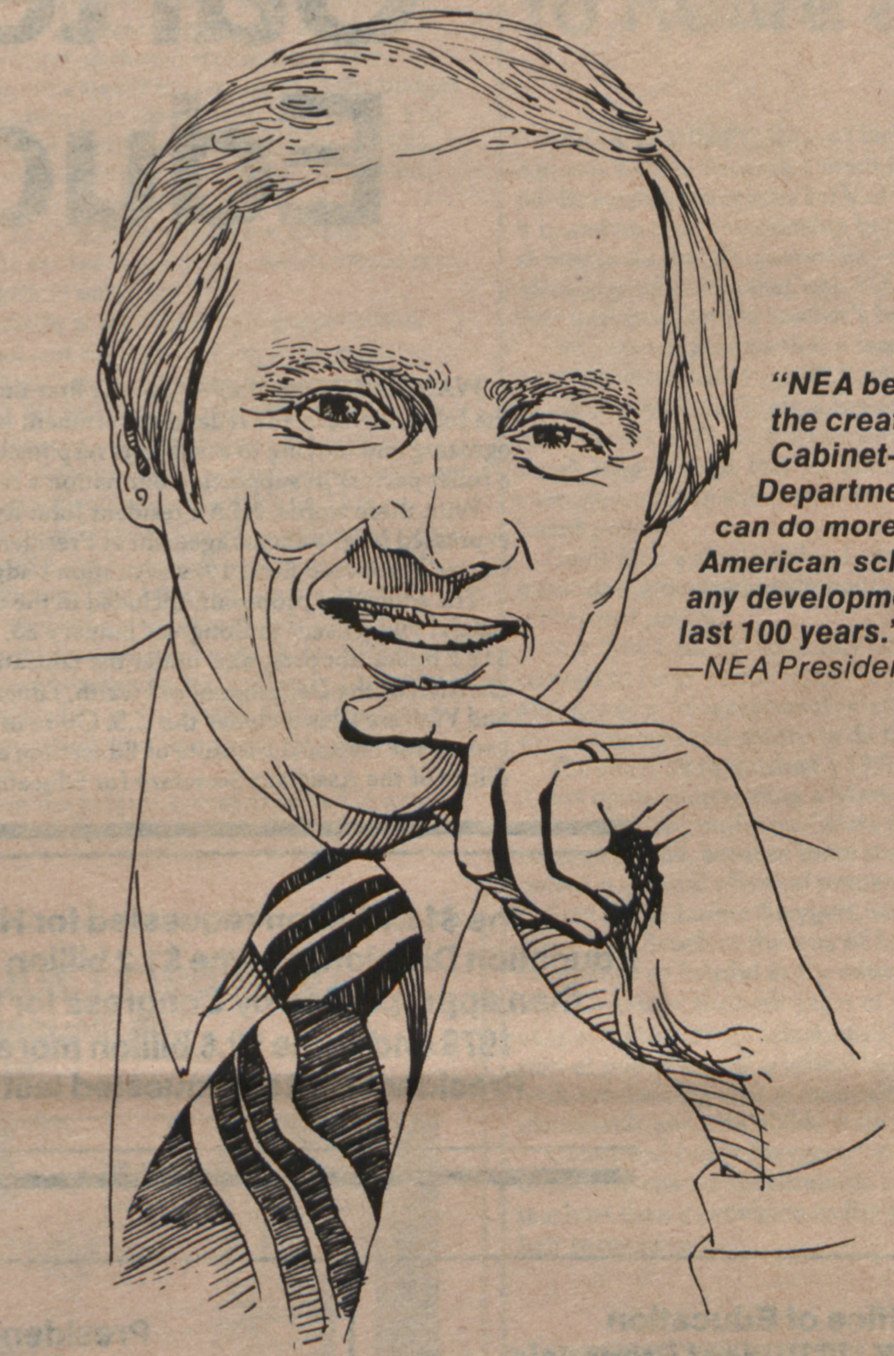
thousands of wires and letters into the White House, not only from teachers but from other educators, parents and other citizens, business, and labor. The themes of the wires and letters varied, but the campaign was symbolized by one Michigan supporter of the Department who wrote: "How would you like to do something for every citizen of this fair nation? Give each person a future! . . . Ask Congress for the authority to establish a Cabinet-level Department of Education."

In September, more than 50 of the nation's top leaders in education, civil rights, labor, government, and business joined together and called on President Carter to renew his support for the Education Department. The "Citizens Committee for a Cabinet Department of Education" was organized by NEA and the National School Boards Association, National PTA, American Association of School Administrators, Council of Chief State School Officers, and National Association of State Boards of Education. The Coalition of American Public Employees—of which NEA was a founding member—was heavily involved, with CAPE Executive Director James Farmer one of the cochairs of the Citizens Committee.

By October, the most prominent bill introduced in Congress to establish the Department was the subject of Senate hearings. Teachers and administrators, parents and politicians, stood together in a solid show of support for the Department during the hearings on S 991, the measure introduced by Sen. Abe Ribicoff (D-Conn.), who had been joined by more than 50 other Senators in cosponsoring the bill.

There have been many bills introduced in Congress over the years for a separate role for education; none ever succeeded. The clear and determined support of a President will make the difference, but that doesn't mean that teachers working through NEA and its affiliates can let up for a minute until the legislation is actually passed and signed into law. The second round of the fight can be expected to be as difficult as the first.

Senate hearings on S 991, chaired by Senator Ribicoff, are expected to resume this spring. Similar measures have been introduced in the House, and more than 80 Representatives have publicly supported a separate Department.



"NEA believes that the creation of a Cabinet-level Department of Education can do more for American schools than any development in the last 100 years."
—NEA President John Ryor

NEA Gets Plum, AFT Munches Sour Grapes

By Faye Ford, NEA News Service

WASHINGTON, D.C.—As has been widely publicized, the American Federation of Teachers has been one of the few voices raised against formation of a separate Cabinet-level Department of Education, and news coverage of statements both about and by AFT have ranged from bitter to funny. No controversy has better demonstrated the clear-cut differences between NEA—which is an independent organization devoted to teacher and student concerns—and AFT, which as part of AFL-CIO must dilute its focus.

AFT is now obviously in a snit that President Carter went ahead in his State of the Union address and called for the Department. This was despite AFT's opposition and the support it generated from AFL-CIO's Public Employee Department and AFL-CIO itself, neither of which in reality probably cares much. In fact, the *Baltimore Sun* quoted a federation source as admitting that there is no strong feeling one way or another within AFL-CIO.

After Carter's announcement, media reported these AFT remarks: "We think it's a bad idea and it's unfortunate the President is responding to the narrow kinds of thinking that proposed it," said Eugenia Kembel, a special assistant to AFT leader Al Shanker in the area of educational research. An unidentified AFT official was quoted as saying, "This is an issue of little importance to the consumer. It comes down to a fight between the NEA and the AFT, and the President has apparently decided in favor of NEA."

And it is clear that it wasn't just in the political arena that it came down to a fight between NEA and AFT. It has been evident for some time that AFT's major reason for taking its anti-Department philosophical stance is simply because NEA is pro-Department and that formation of the Department would be viewed as a NEA accomplishment. On that front, the media have got AFT's number.

Ted Fiske, education editor of the *New York Times*, wrote recently that AFT "would probably consider coming out against the use of lunch boxes if the association came out for it." Bill Peterson of the *Washington Post* noted that the AFT "is dead set against it—at least in part because arch-rival NEA is for it." And Eliot Marshall wrote in the *New Republic* that plans for the Education Department could conceivably include sections of the Labor Department, saying: "It would be particularly irritating to let an independent union like NEA—which surely would dominate the new Department—get its hands on pieces of the Labor machinery." And, reported Marshall, Congress is equally aware of AFT's attitude, noting that "one Senate aide said the AFT is against having a Department because the NEA is for it."

Nevertheless, according to the *New York Times*, AFT has run out and hired former Rep. James O'Hara of Michigan to lobby against the Department with Congress. Teachers in AFT may well wonder if it's worth their dues dollars to lobby against the Department when the reason is not for their welfare but just to snipe at NEA.

NEA Encouraged as Carter Boosts Education $$

WASHINGTON, D.C.—"For the first time since the Johnson years, the federal government is recognizing and moving to assume its responsibility as a fuller partner in supporting our nation's schools."

With these words, NEA President John Ryor expressed NEA's encouragement at President Carter's proposed fiscal 1979 education budget.

The education proposals, included in the overall federal budget sent to Congress January 23, call for $11.7 billion for programs under the Education Division of the Department of Health, Education, and Welfare (this includes the U.S. Office of Education, the National Institute of Education, and the Office of the Assistant Secretary for Education.)

The $11.7 billion requested for HEW's Education Division is some $1.2 billion more than appropriated by Congress for fiscal 1978 and some $2.6 billion more than President Carter requested last year.

The total is some $1.2 billion more than appropriated by Congress for fiscal 1978 and about $2.6 billion more than President Carter asked for that year. Education is one of the very few areas where increases were asked in Carter's "lean and tight" half trillion dollar budget.

"Because the previous two administrations routinely slashed the education budget," explained Ryor, "NEA spent much of its time working to override vetoes or just remain even. We are particularly heartened that this year, we can devote our efforts to pointing out areas that are in critical need of increases beyond the budget, such as funds to fully serve all low-income children and to fully fund the major new federal legislation which requires public schools to meet the needs of handicapped children."

The new budget proposals represent an overall 11 percent increase over money appropriated for fiscal 1978. For the elementary and secondary segment, the increase is even higher, about 14 percent.

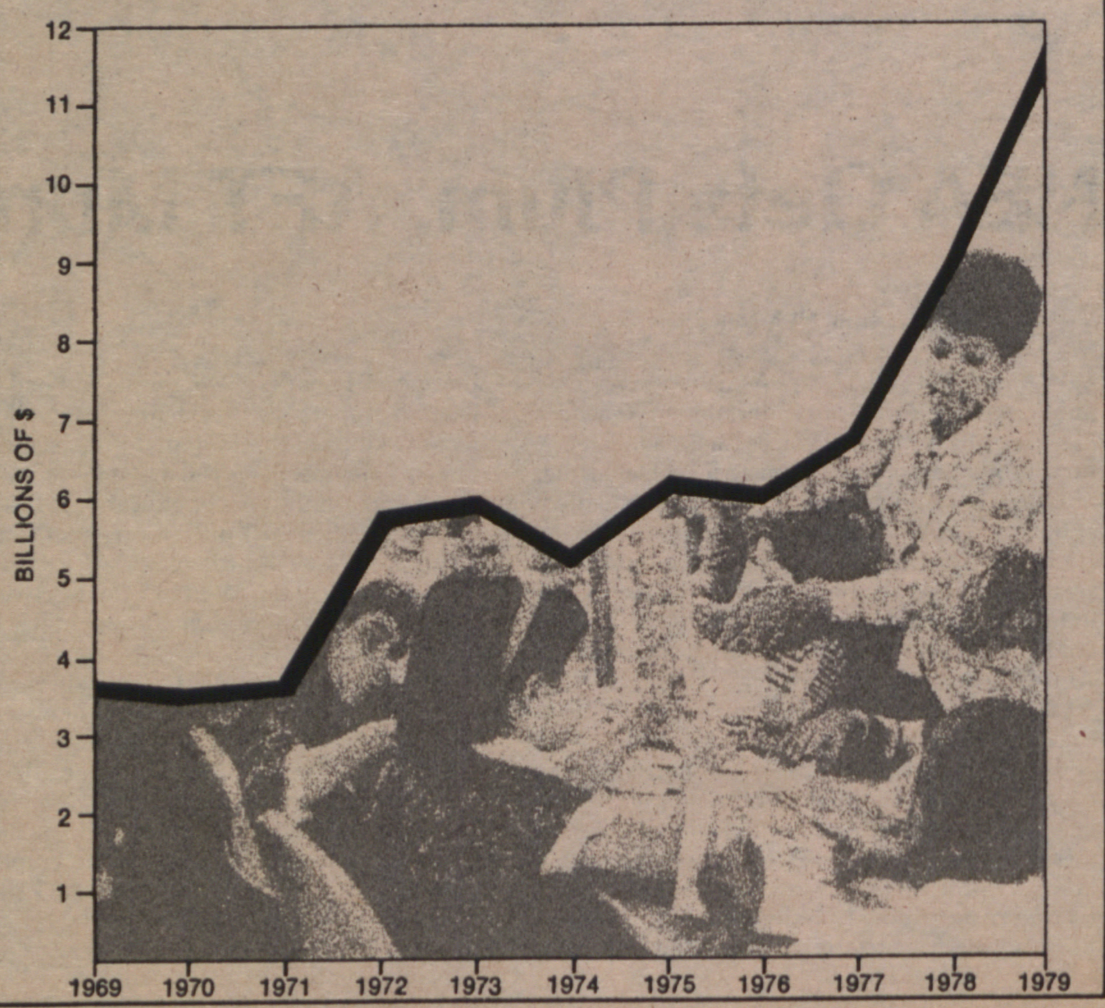
The major areas of increase would benefit the Title I program for the disadvantaged, help schools meet the extra costs of educating the handicapped,

Office of Education Major FY '79 Budget Proposals
(dollars in millions)

PROGRAM	1978 Level	1979 Level	% Change
Elementary and Secondary			
Title I	$2,735	$3,379★	+644
Handicapped	693	974	+279
• State Grants	(535)	(804)	(+269)
• Discretionary	(158)	(168)	(+10)
Emergency School Aid	310	333	+23
Indian Education	60	76	+16
Bilingual Education	135	150	+15
Vocational/Adult Educ.	733	726	−7
Impact Aid	831	780★	−51
Higher Education			
Student Aid	3,785	4,035	+250
TRIO	115	115	—
Construction	—	50	+50
Developing Institutions	120	120	—
Other			
Special Projects	47	61★	+14
Public Libraries	60	60	—
Salaries and Expenses	120	127	+7

★ Legislative proposal

President's Request for Office of Education



retain the federal impact aid program without sudden and drastic cuts, and extend eligibility for basic opportunity grants to college students from families with assets of less than $25,000, as well as boost the maximum grant from $1,600 to $1,800.

Comparing the President's fiscal 1979 requests for these programs with funds appropriated for fiscal 1978 shows: Title I, $3.38 billion, up $644 million; education of the handicapped, $972 million, up $279 million; higher ed basic grants, $2.18 billion, up $17 million.

Under the current appropriation for education of the handicapped, districts' entitlements are computed on the basis of 5 percent of the national average per pupil expenditure. Under Carter's plans, this would go to 9 percent in fiscal 1979 and to 12 percent in fiscal 1980. In dollars, this is estimated to be $141 per handicapped child in 1979 and $201 per child in 1980, compared to $70 now.

Further, as urged by NEA, the handicapped proposal specifically calls for money for in-service training for 46,000 additional teachers of the handicapped.

For impact aid, the budget request would mean a cut of $51 million—from $831 million to $780 million. But this marks the first time in some 20 years that a president has not tried to drastically slash the program. In fact, Carter last year, in his first budget, proposed just such a cut. No president has ever succeeded in gutting the popular program, which sends money into a majority of the congressional districts in the country.

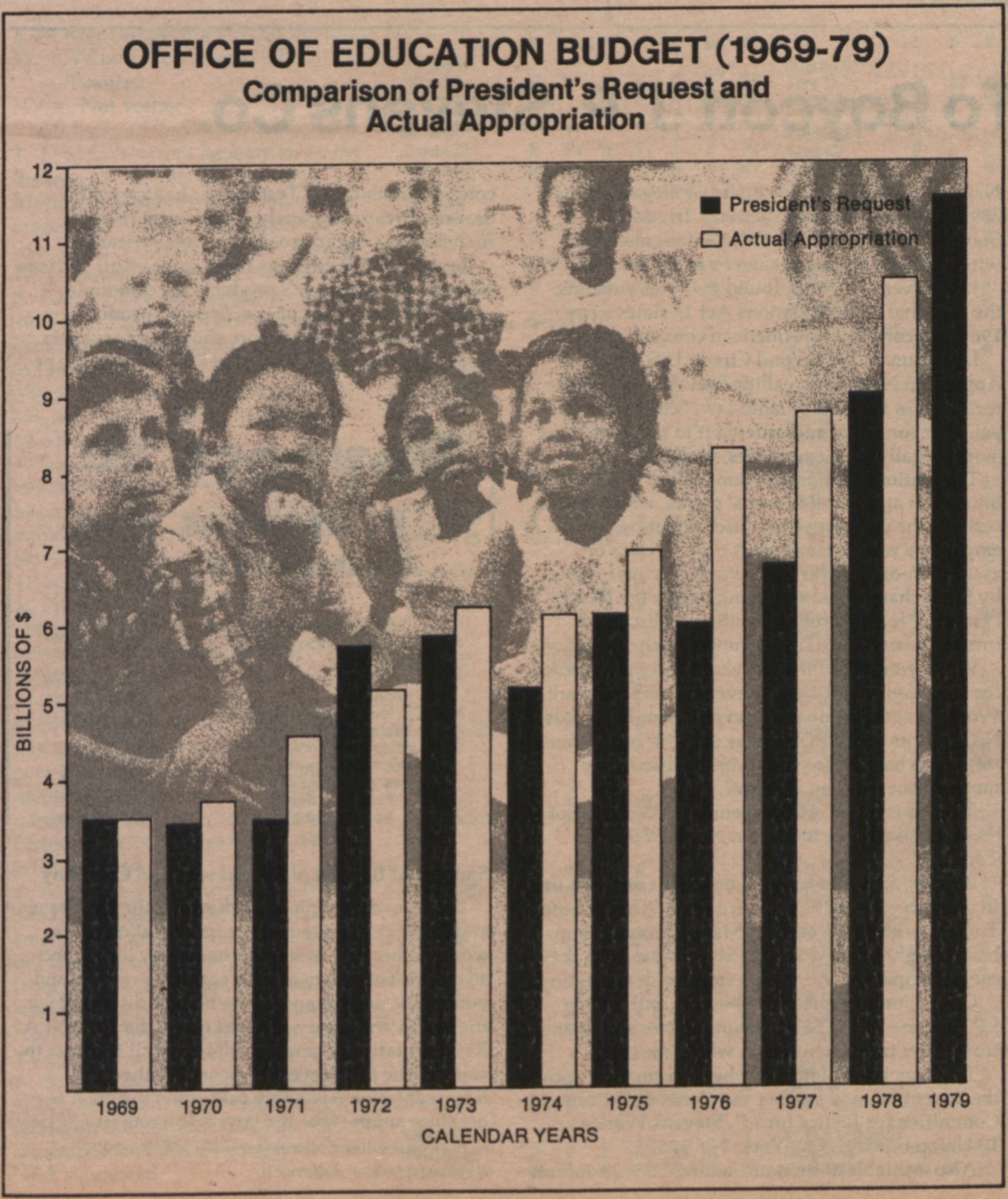
To carry out Carter's proposed reform of the impact aid program, new legislation will be proposed which would: make ineligible those school districts with fewer than 3 percent eligible students and have other districts absorb costs for the first 3 percent of such children; eliminate payments for children whose parents work on federal property outside the county in which they actually live and go to school; include hold-harmless provisions to achieve these changes over several years rather than cut back districts' allocations all at once; and make the impact program forward-funded as are many other federal education programs. The latter is particularly important because—as long urged by NEA—it will let districts know in advance how much they will get so they can plan programs.

Other programs slated for increases in the budget are: desegregation assistance, $333 million, up $23 million; bilingual education, $150 million, up $15 million; Indian education, $76 million, up $16 million; and Teacher Centers/Teacher Corps, $48 million, up $2 million (the entire $2 million increase is for the teacher centers, which would give the centers $10.25 million).

The only major areas where cuts are proposed are vocational and adult education, $726 million, down $7 million, and such programs as Follow Through and Right To Read, $68 million, down $26 million. Increases in other areas are said to take the place of these funds, moving their stress on basic skills into other programs such as Title I.

A substantial portion of the $644 million increase for Title I "will fund a legislative proposal to add new authorities to Title I to improve the basic educational skills of disadvantaged children," according to the budget document. Also, added to the budget item labeled "special projects," is some $11 million slated to go for "basic skills, involving parents in education, and improving teacher development."

Specifics on the proposal were expected in a mid-February education message from the President.



Court Rules:

Illinois Teacher Can't Be Forced To Retire at 65

COOK COUNTY, ILL.—The U.S. Court of Appeals for the Seventh Circuit has ruled that public employees in jobs such as teaching, where it found no clear relationship between age and ability to do the job, cannot be forced to retire at 65 or any other specified age. NEA filed a friend of the court brief on the teacher's behalf.

"We cannot assume that a teacher's mental facilities diminish at age 65," said the court, ruling in the case of Julia Gault, a tenured biology teacher for 17 years at Thornton Fractional Township South High School. Her job ended at school year's completion when she turned 65, in line with school board policy.

Gault filed a suit in federal court in 1974 questioning the constitutionality of the mandatory retirement policy.

In a 2-to-1 ruling, the court held that age cannot be used to force public employees to retire in the absence of a "clear rational relationship between advancing age and ability to do the job."

The court distinguished a 1976 U.S. Supreme Court opinion upholding a Massachusetts law which required uniformed state police officers to retire at age 50, because there such a relationship between age and physical preparedness did exist.

Said Judge Luther Swygert, writing for the majority, "Much in the way of knowledge and experience so helpful in the educational profession is often gained through years of practice. We cannot uphold as constitutionally valid a classification of public school teachers based upon age without showing that it rationally furthers some identifiable and articulable state purpose."

Continued Judge Swygert, "We cannot say that the provisions would eliminate any more unfit teachers than a provision to fire all teachers whose hair turns gray."

Nominations Open for Friend of Education Award

WASHINGTON, D.C.—The NEA Board of Directors will present its seventh annual Friend of Education Award during ceremonies at the 1978 NEA Annual Meeting. Previous recipients of the award: Former President Lyndon B. Johnson, 1972; Sen. Abraham A. Ribicoff, 1973; Rep. Carl D. Perkins, 1974; Terry Sanford, 1975; Roy Wilkins, 1976; and Sen. Hubert H. Humphrey, 1977.

The award recognizes either a specific accomplishment or a long-term contribution of national significance to the betterment of American education. Nominees may be public officials or private citizens, and selection of finalists will be made regardless of age, sex, race, color, or creed.

Any members of NEA or a local or state association may nominate a recipient for the award by completing a form which is being sent to all state and local associations. Additional copies may be obtained from David Foerster, staff contact at NEA Center. Nominations for the 1978 award must be postmarked by April 15, 1978.

Over 3,000 supporters of the Equal Rights Amendment—including members of the Virginia Education Association and Maryland State Teachers Association—rallied at the state capitol grounds in Richmond January 22 (above). Virginia NEA Director Joan South of Hampton (right) wears an appropriate button in a state where entire legislature has yet to vote on ERA. "If the legislators believe in equality, humanity, and simple justice, then they know that the ERA is right and necessary," Mary Hatwood Futrell (far right), VEA president, told the crowd.

1977 Higher Ed Elections: NEA the Clear Winner

BERKELEY, CALIF.—About 16,000 faculty at 30 higher education institutions around the country chose to unionize during 1977, the Carnegie-funded Faculty Unionism Project at the University of California reports.

NEA won bargaining rights at more institutions than the American Association of University Professors (AAUP) and the American Federation of Teachers (AFT) combined. Biggest election victories in the four-year sector were in Massachusetts, where NEA picked up the two-campus University of Massachusetts and the 10-campus state college system.

Not yet counted in the official totals are the 1,300 faculty at the University of South Dakota, South Dakota State, and five smaller institutions in the statewide system where NEA awaits certification as bargaining agent pending final resolution of challenged ballots from a mid-December election.

Also choosing NEA representation last year were the faculties of the Detroit Institute of Technology, the St. Louis Junior College District, and some 14 California community college districts.

The AAUP gained only two new bargaining units during 1977: Delaware State College and Ohio's Cuyahoga Community College. The AFT picked up Nasson College in Maine and four California community college districts.

Some 480 American higher education institutions are now engaged in collective bargaining with about 133,000 faculty and professional staff. NEA and AFT each have over 200 higher education bargaining units; the AAUP has about 50.

Teachers Urged To Boycott J. P. Stevens Co.

Why should teachers support the boycott of J.P. Stevens, the world's second largest textile manufacturer? What do teachers have in common with the men and women, black and white, who labor six days a week in the mills, develop brown lung from cotton lint, and earn less than the national average manufacturing wage?

Tom Grogg, a middle school physical education teacher from Madison, Wisc., who is active in labor affairs, introduced the new business item adopted by the 1977 NEA Representative Assembly.

Arguing for its adoption, Grogg said that the low wages paid workers in North Carolina "means that students and teachers in those states are being shortchanged; students in terms of being denied educational opportunities and teachers in terms of lower salaries and poor working conditions.

"They are being ripped off by those forces such as J.P. Stevens Company who are dedicated to keeping the wages of workers down by preventing unionization, even if they have to use illegal means," Grogg charged.

Southern teachers, with lower salaries, "have to have some way that will prevent school boards from dealing with the school teachers the same way J.P. Stevens does . . ." Grogg added.

Madison Teachers Incorporated has handed out cards to local citizens listing the products to be boycotted.

In endorsing the Amalgamated Clothing and Textile Workers Union's boycott, NEA joins the National Council of Churches, several Roman Catholic groups, the Pittsburgh city council, and others who object to the lack of social justice Stevens has shown its workers.

As NEA President John Ryor commented during the RA debate, "The J.P. Stevens cases have achieved a level of notoriety before the National Labor Relations Board. The history is age-old."

The company, which joined other mills in leaving New England for cheaper labor in the South over the last 60 years, has been found guilty by the National Labor Relations Board of illegally firing 289 employees for union activity. In addition, Stevens paid the union a $50,000 judgment for wiretapping a union organizer's motel room in 1973.

J.P. Stevens has been found guilty of violating the National Labor Relations Act 15 times since 1963, a record among American companies.

Last August, the Second Circuit U.S. Court of Appeals in New York, calling Stevens the "most recidivist in the field of labor law," cited the company for contempt and ordered it to reinstate three more illegally fired employees, with back pay.

The National Labor Relations Board is seeking an injunction against all Stevens' plants, which would restrain the company from discriminating against employees who exercise their rights to join or assist a union, or who try to vindicate their rights by filing charges and testifying before the NLRB. Plants in North Carolina, South Carolina, and three in Georgia are already under such injunctions.

When workers at the Stateboro, Ga., plant voted for union representation, Stevens closed the plant. Workers at the company's seven Roanoke Rapids, N.C., plants voted to unionize in 1974, but Stevens refuses to bargain in good faith by discussing money issues or dues checkoff.

Stevens employs 44,000 people in 85 plants; of these, 63 plants are located in North or South Carolina.

Boycott activities have taken some creative turns. In one protest march, a placard read, "Don't Sleep Tonight with J.P. Stevens." Many citizens groups have bought a few shares of Stevens stock so they can participate in the annual stockholders meeting.

One union supported the boycott with a "No J.P. Stevens White Sale," selling sheets and linens from other manufacturers at wholesale cost.

Teachers interested in further information about the boycott should contact the National Citizens Committee for Justice for J.P. Stevens Workers, 15 Union Square, New York, NY 10003.

Also available at the same address is a 28-minute color documentary, "Testimony: Justice v. J.P. Stevens," featuring workers who were fired or forced to quit because of brown lung disease.

Boycotting J.P. Stevens takes some effort because many of the company's products are sold under other names. Here is a list of Stevens products; clip it out and check it before shopping for sheets, blankets, towels, carpets, table linen, draperies, or panty hose.

Boycott J. P. Stevens Products

SHEETS & PILLOWCASES
Beauti-Blend
Beauticale
Fine Arts
Peanuts
(comic strip figures)
Tastemaker
Utica
Utica & Mohawk
Designer Labels:
Yves St. Laurent
Angelo Donghia

TOWELS
Fine Arts
Tastemaker
Utica

BLANKETS
Forstmann
Utica

CARPETS
Contender
Gulistan
Merryweather
Tastemaker

TABLE LINEN
Simtex

HOSIERY
Finesse
Hip-Lets
Spirit

DRAPERIES
J.P. Stevens

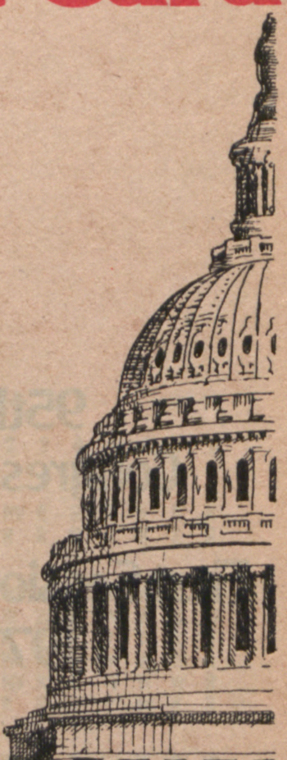
Support of Boycott of J.P. Stevens and Company

Because of the unlawful efforts of the J.P. Stevens and Company to prevent the unionization of its workers, because of its discriminatory hiring and advancement practices with regard to women and minorities, and because of its blatant disregard for the health and safety of its workers, the 1977 NEA Representative Assembly calls upon all teachers to support the J.P. Stevens boycott. Further, the Representative Assembly calls upon the NEA to organize support for the boycott among its affiliates.
—*New Business Item passed by NEA's 1977 Representative Assembly*

Legislative Report Card

Did Your Congressperson Support Education?

95th Congress First Session 1977



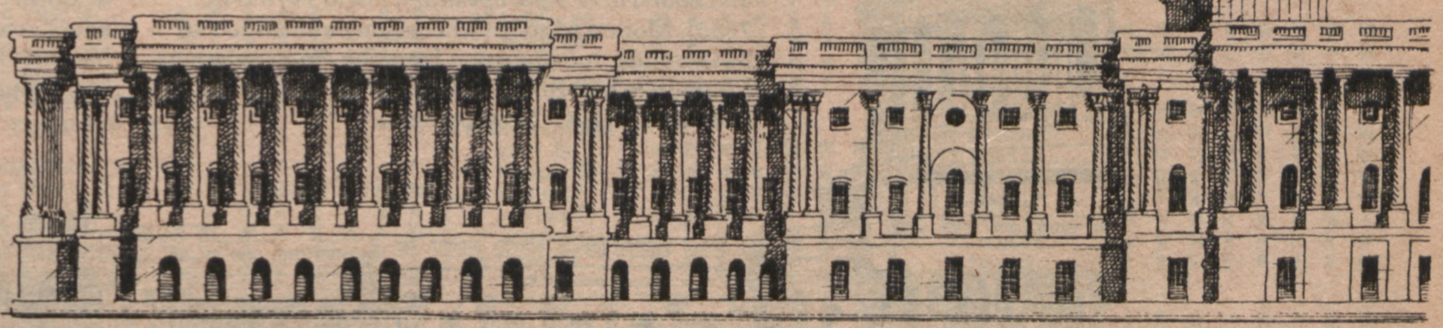
In 1978, teachers will once again have the opportunity to help determine the calibre of national leadership—through organized local, state, and national political activity that will affect the outcome of the races for all 435 seats in the United States House of Representatives and more than a third of the seats in the Senate.

To help you judge whether your Representatives and Senators have supported the positions of the National Education Association on major issues during the first session of the 95th Congress, NEA Government Relations has compiled the following information on selected roll call votes.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile on each Member of Congress. (Since the close of the first session, several important votes of interest to NEA have been taken; Government Relations keeps state affiliates apprised of these votes as they occur.)

Bear in mind that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local associations as they decide whom to endorse. The judgment as to an individual's stance on education is on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondents, and lobbying activity. Teacher political action committees conduct such assessments, and you should become familiar with these activities.

NOTE:
The first session of the 95th Congress failed to pass the regular fiscal 1978 Appropriations for the Departments of Labor and Health, Education, and Welfare. NEA regards the inability or unwillingness of the Congress to enact this bill as an institutional failure which severely impaired the planning and execution of effective programs by state and local school districts and institutions of higher education. Each Member of the 95th Congress shares responsibility for this outcome.



R = Right according to NEA Position
W = Wrong according to NEA Position
NV = Not voting

1. *First Concurrent Resolution on the Budget, FY 1978* (S Con Res 19). Motion to adopt resolution on budget targets (including $11.2 billion for education). Roll Call No. 137, May 4, 1977. Passed, 56-31. NEA supported.
2. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Proxmire amendment to cut funding to President's budget (including $9.1 billion for education). Roll Call No. 246, June 28, 1977. Defeated, 32-62. NEA opposed.
3. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Magnuson amendment to cut $100 million from ESEA Title I. Roll Call No. 247, June 28, 1977. Defeated, 41-50. NEA opposed.
4. *Pregnancy Disability Amendment to Civil Rights Act of 1964* (S 995). Motion to pass the bill. Roll Call No. 385, September 16, 1977. Passed, 75-11. NEA supported.
5. *Minimum Wage* (HR 3744). Motion to pass Domenici amendment to permit employers to hire workers under age 20 at 85 percent of the minimum wage. Roll Call No. 544, October 7, 1977. Defeated, 44-49. NEA opposed.
6. *Mandatory Retirement Age* (HR 5383). Motion to adopt Cranston amendment to delete language in the bill to exempt university teachers from protection against mandatory retirement before age 70. Roll Call No. 566, October 19, 1977. Defeated, 45-48. NEA supported.
7. *Social Security Financing* (HR 9346). Motion to adopt conference report on the bill. Roll Call No. 636, December 15, 1977. Passed, 56-21. NEA supported.

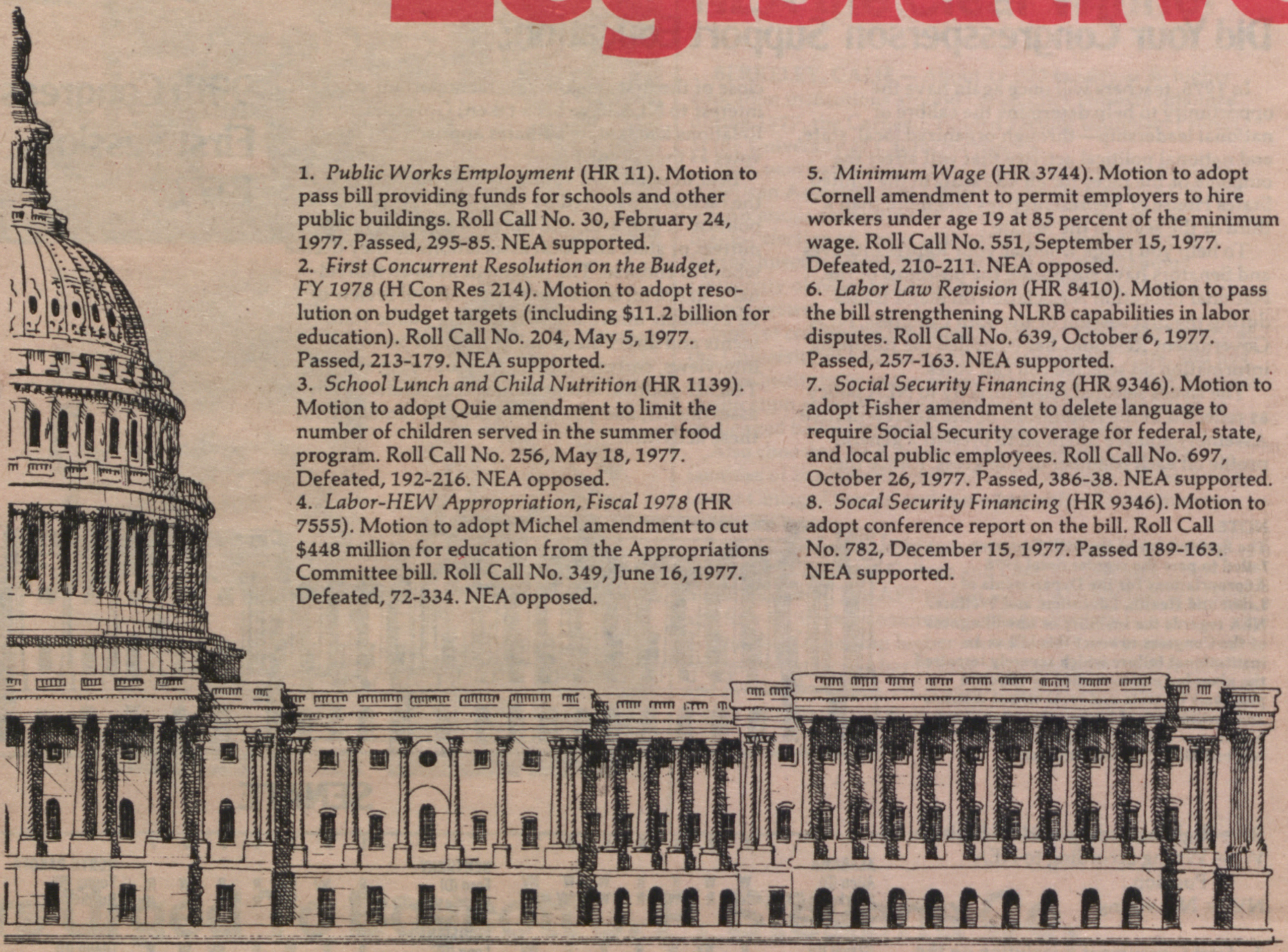
SENATE

	1	2	3	4	5	6	7
ALABAMA							
Allen (D)	W	W	R	R	W	W	NV
Sparkman (D)	NV	R	W	R	W	NV	NV
ALASKA							
Gravel (D)	R	NV	W	R	R	R	NV
Stevens (R)	R	R	W	R	W	R	R
ARIZONA							
Goldwater (R)	NV	W	NV	NV	W	R	W
DeConcini (D)	W	R	R	R	R	R	NV
ARKANSAS							
Bumpers (D)	W	R	W	R	W	W	R
Hodges (D)	*	*	*	*	*	*	R
* Issues prior to election							
CALIFORNIA							
Cranston (D)	R	R	W	R	R	R	R
Hayakawa (R)	W	W	W	W	W	W	W
COLORADO							
Haskell (D)	R	R	R	NV	R	R	W
Hart (D)	R	R	R	R	W	W	R
CONNECTICUT							
Ribicoff (D)	R	R	R	R	NV	R	R
Weicker (R)	NV	R	NV	R	R	R	R
DELAWARE							
Biden (D)	R	W	R	R	R	W	W
Roth (R)	W	W	R	R	W	W	W
FLORIDA							
Chiles (D)	R	R	W	R	W	R	NV
Stone (D)	R	W	R	R	W	R	R
GEORGIA							
Talmadge (D)	W	R	W	R	W	R	W
Nunn (D)	W	R	W	R	W	W	W
HAWAII							
Inouye (D)	R	R	R	NV	NV	R	R
Matsunaga (D)	R	R	R	R	R	R	R
IDAHO							
Church (D)	R	R	W	R	R	R	NV
McClure (R)	W	NV	W	W	NV	R	W
ILLINOIS							
Percy (R)	R	R	W	R	W	W	R
Stevenson (D)	NV	R	W	R	W	W	NV
INDIANA							
Bayh (D)	R	R	R	R	R	R	R
Lugar (R)	W	W	R	R	W	W	W
IOWA							
Culver (D)	R	R	R	R	R	W	R
Clark (D)	R	R	R	R	R	R	R
KANSAS							
Pearson (R)	R	R	R	R	NV	W	R
Dole (R)	W	R	R	R	W	W	W
KENTUCKY							
Ford (D)	R	NV	NV	R	R	W	R
Huddleston (D)	NV	R	W	R	R	R	NV
LOUISIANA							
Long (D)	R	R	W	R	NV	W	R
Johnston (D)	W	W	W	R	R	W	R
MAINE							
Muskie (D)	R	R	R	NV	R	W	R
Hathaway (D)	R	R	R	R	R	R	R
MARYLAND							
Mathias (R)	R	R	R	R	R	NV	NV
Sarbanes (D)	R	R	R	R	R	W	R
MASSACHUSETTS							
Kennedy (D)	NV	R	R	R	R	W	R
Brooke (R)	R	R	R	R	R	W	R
MICHIGAN							
Griffin (R)	NV	W	W	NV	W	R	NV
Riegle (D)	R	NV	NV	R	R	R	W
MINNESOTA							
Humphrey (D)	R	R	R	NV	NV	NV	NV
Anderson (D)	R	R	W	R	R	W	NV
MISSISSIPPI							
Eastland (D)	W	R	W	NV	W	W	NV
Stennis (D)	W	R	W	W	W	W	R
MISSOURI							
Eagleton (D)	R	R	W	R	R	W	NV
Danforth (R)	R	W	R	R	W	W	R
MONTANA							
Metcalf (D)	NV	R	W	R	R	R	R
Melcher (D)	R	R	R	NV	R	R	R
NEBRASKA							
Curtis (R)	W	W	W	W	W	W	R
Zorinsky (D)	W	W	W	W	W	W	W
NEVADA							
Laxalt (R)	NV	W	NV	W	W	R	W
Cannon (D)	R	W	W	R	W	R	R
NEW HAMPSHIRE							
Durkin (D)	R	R	R	R	R	R	R
McIntyre (D)	R	W	W	R	R	R	NV
NEW JERSEY							
Case (R)	R	R	R	R	R	NV	R
Williams (D)	R	R	R	R	R	W	NV
NEW MEXICO							
Domenici (R)	W	R	R	R	W	R	NV
Schmitt (R)	W	W	R	R	W	R	W
NEW YORK							
Javits (R)	R	R	R	R	R	W	NV
Moynihan (D)	R	R	R	R	R	W	R
NORTH CAROLINA							
Morgan (D)	NV	W	W	W	W	W	R
Helms (R)	W	W	W	W	W	R	NV
NORTH DAKOTA							
Young (R)	NV	R	W	R	W	W	R
Burdick (D)	R	R	W	R	R	R	R
OHIO							
Glenn (D)	R	R	R	R	R	R	R
Metzenbaum (D)	R	R	R	R	R	R	R
OKLAHOMA							
Bellmon (R)	R	W	R	NV	W	W	W
Bartlett (R)	W	NV	NV	R	W	W	W
OREGON							
Hatfield (R)	R	R	R	R	W	R	NV
Packwood (R)	R	R	R	NV	R	R	R
PENNSYLVANIA							
Schweiker (R)	W	R	R	R	W	W	R
Heinz (R)	R	R	R	R	R	R	R
RHODE ISLAND							
Pell (D)	R	R	R	R	R	W	R
Chafee (R)	R	R	R	NV	W	W	NV
SOUTH CAROLINA							
Thurmond (R)	W	W	W	R	W	R	R
Hollings (D)	W	R	R	NV	W	R	R
SOUTH DAKOTA							
McGovern (D)	R	R	R	R	R	NV	NV
Abourezk (D)	NV	R	NV	R	R	NV	W
TENNESSEE							
Baker (R)	R	R	R	R	W	W	R
Sasser (D)	R	R	R	R	R	R	R
TEXAS							
Tower (R)	W	W	R	W	W	W	W
Bentsen (D)	W	W	W	R	R	W	R
UTAH							
Garn (R)	W	W	W	NV	W	W	W
Hatch (R)	W	W	W	R	W	W	W
VERMONT							
Leahy (D)	R	W	R	R	R	W	R
Stafford (R)	R	R	R	R	R	W	R
VIRGINIA							
Byrd (I)	W	W	W	R	W	R	R
Scott (R)	NV	W	W	W	W	R	R
WASHINGTON							
Magnuson (D)	R	R	W	R	R	R	NV
Jackson (D)	R	R	W	R	R	R	R
WEST VIRGINIA							
Randolph (D)	R	W	NV	R	R	W	R
Byrd (D)	R	W	R	R	R	R	R
WISCONSIN							
Proxmire (D)	W	W	W	R	R	R	R
Nelson (D)	R	R	W	R	R	W	R
WYOMING							
Hansen (R)	W	W	W	R	W	W	R
Wallop (R)	W	W	R	W	W	W	W

Legislative

95th Congress

First Session 1977



1. *Public Works Employment* (HR 11). Motion to pass bill providing funds for schools and other public buildings. Roll Call No. 30, February 24, 1977. Passed, 295-85. NEA supported.
2. *First Concurrent Resolution on the Budget, FY 1978* (H Con Res 214). Motion to adopt resolution on budget targets (including $11.2 billion for education). Roll Call No. 204, May 5, 1977. Passed, 213-179. NEA supported.
3. *School Lunch and Child Nutrition* (HR 1139). Motion to adopt Quie amendment to limit the number of children served in the summer food program. Roll Call No. 256, May 18, 1977. Defeated, 192-216. NEA opposed.
4. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Michel amendment to cut $448 million for education from the Appropriations Committee bill. Roll Call No. 349, June 16, 1977. Defeated, 72-334. NEA opposed.
5. *Minimum Wage* (HR 3744). Motion to adopt Cornell amendment to permit employers to hire workers under age 19 at 85 percent of the minimum wage. Roll Call No. 551, September 15, 1977. Defeated, 210-211. NEA opposed.
6. *Labor Law Revision* (HR 8410). Motion to pass the bill strengthening NLRB capabilities in labor disputes. Roll Call No. 639, October 6, 1977. Passed, 257-163. NEA supported.
7. *Social Security Financing* (HR 9346). Motion to adopt Fisher amendment to delete language to require Social Security coverage for federal, state, and local public employees. Roll Call No. 697, October 26, 1977. Passed, 386-38. NEA supported.
8. *Socal Security Financing* (HR 9346). Motion to adopt conference report on the bill. Roll Call No. 782, December 15, 1977. Passed 189-163. NEA supported.

HOUSE OF REPRESENTATIVES

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W = Wrong according to NEA position
NV = Not voting

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Each Member of the 95th Congress shares responsibility for this outcome.

	1	2	3	4	5	6	7	8
ALABAMA								
1 Edwards (R)	R	W	W	R	W	W	R	W
2 Dickinson (R)	R	W	W	W	W	W	R	NV
3 Nichols (D)	R	W	W	R	W	W	R	W
4 Bevill (D)	R	R	W	R	R	W	R	W
5 Flippo (D)	R	R	NV	NV	W	R	R	W
6 Buchannan (R)	R	W	W	R	R	W	R	W
7 Flowers (D)	R	R	W	R	W	W	R	R
ALASKA								
AL Young (R)	R	W	W	R	R	R	R	W
ARIZONA								
1 Rhodes (R)	W	W	W	W	W	W	W	W
2 Udall (D)	R	R	R	R	R	R	R	NV
3 Stump (D)	W	W	W	W	W	W	R	W
4 Rudd (R)	W	NV	W	W	W	W	R	W
ARKANSAS								
1 Alexander (D)	R	R	R	R	W	R	R	R
2 Tucker (D)	R	R	R	R	R	R	W	R
3 Hammer-schmidt (R)	R	W	W	R	W	W	R	W
4 Thornton (D)	R	R	R	R	R	R	R	W
CALIFORNIA								
1 Johnson (D)	R	R	R	R	NV	NV	R	R
2 Clausen (R)	R	NV	W	NV	W	W	R	W
3 Moss (D)	R	NV	R	R	R	R	R	NV
4 Leggett (D)	NV	R	R	R	R	R	R	R
5 Burton, J. (D)	R	NV	R	R	R	R	R	W
6 Burton, P. (D)	R	NV	R	R	R	R	R	NV
7 Miller (D)	R	R	R	R	R	R	R	R
8 Dellums (D)	R	W	R	R	R	R	R	R
9 Stark (D)	R	R	NV	NV	R	R	W	R
10 Edwards (D)	R	R	R	R	R	R	R	R
11 Ryan (D)	W	NV	R	R	W	R	R	NV
12 McCloskey (R)	R	R	W	R	W	R	R	NV
13 Mineta (D)	R	R	R	R	R	R	R	R
14 McFall (D)	R	R	R	R	R	R	R	R
15 Sisk (D)	R	R	R	R	R	NV	R	NV
16 Panetta (D)	R	R	R	R	R	R	R	NV
17 Krebs (D)	R	R	R	R	R	R	R	NV
18 Ketchum (R)	W	W	W	W	W	W	W	W
19 Lagomarsino (R)	W	W	W	R	W	W	R	W
20 Goldwater (R)	W	W	W	W	W	W	R	W
21 Corman (D)	NV	NV	R	R	R	R	W	R
22 Moorhead (R)	W	W	W	W	W	W	R	W
23 Beilenson (D)	R	R	R	R	R	R	R	NV
24 Waxman (D)	R	R	NV	NV	R	R	R	R
25 Roybal (D)	R	R	R	R	R	R	R	R
26 Rousselot (R)	W	NV	W	W	W	W	R	W
27 Dornan (R)	NV	W	W	W	W	W	R	W
28 Burke (D)	NV	R	R	R	R	R	R	NV
29 Hawkins (D)	NV	NV	R	R	R	R	R	R
30 Danielson (D)	R	R	R	R	R	R	R	R
31 C. Wilson (D)	R	W	W	R	R	R	R	W
32 Anderson (D)	R	R	R	R	R	R	R	R
33 Clawson (R)	W	W	NV	W	W	W	NV	W
34 Hannaford (D)	R	NV	R	NV	R	R	R	R
35 Lloyd (D)	R	R	R	R	R	R	R	R
36 Brown (D)	NV	R	R	R	R	R	R	R
37 Pettis (R)	NV	W	W	R	W	W	R	NV
38 Patterson (D)	R	R	R	R	R	R	R	R
39 Wiggins (R)	NV	NV	W	NV	W	W	R	NV
40 Badham (R)	W	W	NV	W	W	W	W	W
41 R. Wilson (R)	R	W	W	R	W	R	R	NV
42 Van Deerlin (D)	R	R	R	R	W	R	R	NV
43 Burgener (R)	W	NV	W	W	W	W	R	W
COLORADO								
1 Schroeder (D)	R	W	R	R	R	R	R	W
2 Wirth (D)	R	R	R	R	W	R	R	W
3 Evans (D)	R	R	W	W	NV	R	R	R
4 Johnson (R)	R	W	NV	NV	W	W	R	W
5 Armstrong (R)	W	W	W	W	W	W	R	NV
CONNECTICUT								
1 Cotter (D)	NV	R	R	R	R	NV	R	R
2 Dodd (D)	R	R	R	R	R	R	R	R
3 Giamo (D)	R	R	R	R	R	R	R	R
4 McKinney (R)	R	W	R	NV	R	R	R	W
5 Sarasin (R)	R	NV	W	R	W	R	R	W
6 Moffett (D)	R	R	NV	R	R	R	R	R
DELAWARE								
AL Evans (R)	R	W	W	W	W	W	R	W
FLORIDA								
1 Sikes (D)	NV	R	W	R	W	W	R	W
2 Fuqua (D)	NV	NV	W	R	R	W	R	NV
3 Bennett (D)	R	W	W	W	R	R	R	W
4 Chappell (D)	R	W	W	R	W	W	R	NV
5 Kelly (R)	W	W	W	R	W	W	R	W
6 Young (R)	W	NV	W	R	W	W	R	R
7 Gibbons (D)	W	W	R	R	W	R	W	W
8 Ireland (D)	R	W	W	NV	W	W	R	W
9 Frey (R)	W	W	W	R	W	W	R	W
10 Bafalis (R)	W	W	W	R	W	W	W	W
11 Rogers (D)	R	R	W	R	W	W	R	R
12 Burke (R)	R	W	W	R	W	W	R	NV
13 Lehman (D)	R	R	R	R	R	R	R	W
14 Pepper (D)	R	R	R	R	R	R	R	R
15 Fascell (D)	R	R	R	R	R	R	R	R
GEORGIA								
1 Ginn (D)	R	R	R	R	R	W	R	NV
2 Mathis (D)	NV	W	W	W	W	W	R	NV
3 Brinkley (D)	R	W	R	R	W	W	R	W
4 Levitas (D)	R	W	R	R	R	W	R	R
5 Fowler (D)	*	R	R	R	R	W	R	R
6 Flynt (D)	R	W	W	W	W	W	R	W
7 McDonald (D)	W	W	W	W	W	W	R	W
8 Evans (D)	R	R	R	R	W	W	R	W
9 Jenkins (D)	R	R	W	R	W	W	R	R
10 Barnard (D)	R	R	R	R	W	W	R	R
* Issue prior to election								
HAWAII								
1 Heftel (D)	R	R	R	R	R	R	R	R
2 Akaka (D)	R	R	R	R	R	R	R	R
IDAHO								
1 Symms (R)	NV	W	W	W	W	W	R	NV
2 Hansen (R)	W	W	NV	W	W	W	R	W
ILLINOIS								
1 Metcalfe (D)	R	NV	R	R	R	R	R	NV
2 Murphy (D)	R	R	R	R	R	R	R	R
3 Russo (D)	R	W	R	R	R	R	R	R
4 Derwinski (R)	NV	W	W	W	W	W	R	W
5 Fary (D)	R	R	R	R	R	R	R	NV
6 Hyde (R)	R	W	W	R	W	W	R	W
7 Collins (D)	R	R	R	R	R	R	R	R
8 Rostenkowski (D)	R	R	R	R	R	R	R	R
9 Yates (D)	R	R	R	R	R	R	R	NV
10 Mikva (D)	NV	R	R	R	R	R	W	R
11 Annunzio (D)	R	R	R	R	R	R	R	R
12 Crane (R)	W	W	W	W	W	W	R	W
13 McClory (R)	NV	W	W	R	W	W	R	W
14 Erlenborn (R)	W	W	W	W	W	W	R	W
15 Corcoran (R)	W	W	W	W	W	W	R	W
16 Anderson (R)	R	W	W	R	W	W	R	W
17 O'Brien (R)	R	W	W	W	W	W	R	W

Report Card

	1	2	3	4	5	6	7	8
18 Michel (R)	NV	NV	NV	W	W	W	R	W
19 Railsback (R)	NV	W	NV	R	W	R	R	W
20 Findley (R)	R	W	W	W	W	W	R	W
21 Madigan (R)	R	W	W	R	W	W	R	W
22 Shipley (D)	R	R	R	R	R	R	R	NV
23 Price (D)	R	NV	NV	R	R	R	R	R
24 Simon (D)	R	R	R	R	W	R	W	R
INDIANA								
1 Benjamin (D)	R	W	R	R	R	R	R	R
2 Fithian (D)	R	W	W	R	W	R	R	NV
3 Brademas (D)	R	R	R	R	R	R	R	R
4 Quayle (R)	W	W	W	W	W	W	R	W
5 Hillis (R)	W	NV	W	R	W	R	R	R
6 Evans (D)	R	W	W	R	W	R	R	W
7 Myers (R)	W	W	W	R	W	W	R	W
8 Cornwell (D)	NV	R	R	R	R	R	R	R
9 Hamilton (D)	R	W	W	R	W	R	R	R
10 Sharp (D)	R	W	W	R	W	R	R	R
11 Jacobs (D)	W	W	W	R	W	R	R	W
IOWA								
1 Leach (R)	W	W	W	R	W	W	R	W
2 Blouin (D)	R	R	R	R	R	R	R	R
3 Grassley (R)	W	W	W	R	W	W	R	W
4 Smith (D)	NV	R	W	R	NV	R	R	NV
5 Harkin (D)	R	W	R	R	R	R	R	NV
6 Bedell (D)	R	R	R	R	R	R	R	NV
KANSAS								
1 Sebelius (R)	W	W	W	NV	W	W	R	W
2 Keys (D)	R	W	W	R	W	R	W	R
3 Winn (R)	W	W	W	R	W	W	R	NV
4 Glickman (D)	R	W	R	R	R	R	R	R
5 Skubitz (R)	W	W	W	W	W	W	R	R
KENTUCKY								
1 Hubbard (D)	R	R	R	R	R	R	R	R
2 Natcher (D)	R	R	R	R	R	R	R	R
3 Mazzoli (D)	R	R	W	R	R	R	R	R
4 Snyder (R)	R	W	W	W	W	W	R	W
5 Carter (R)	NV	W	W	R	W	W	R	R
6 Breckinridge (D)	NV	W	R	R	W	R	R	R
7 Perkins (D)	R	R	R	R	R	R	NV	R
LOUISIANA								
1 Livingston (R)	*	*	*	*	W	W	R	W
2 Boggs (D)	R	R	R	R	R	R	R	R
3 Treen (R)	W	W	W	W	NV	W	R	W
4 Waggoner (D)	NV	R	W	R	W	W	R	R
5 Huckaby (D)	R	R	W	R	W	W	R	W
6 Moore (R)	R	W	W	W	W	W	R	W
7 Breaux (D)	R	R	W	NV	W	R	R	NV
8 Long (D)	R	R	R	R	R	R	R	NV

* Issue prior to election

	1	2	3	4	5	6	7	8
MAINE								
1 Emery (R)	R	W	W	R	W	R	R	R
2 Cohen (R)	R	R	W	R	NV	R	R	W
MARYLAND								
1 Bauman (R)	W	W	W	W	W	W	R	W
2 Long (D)	R	R	W	R	W	R	R	NV
3 Mikulski (D)	R	R	R	R	R	R	R	W
4 Holt (R)	W	W	W	R	W	W	R	W
5 Spellman (D)	R	R	R	R	R	R	R	R
6 Byron (D)	R	W	W	R	R	W	R	W
7 Mitchell (D)	R	R	R	R	R	R	R	R
8 Steers (R)	R	R	NV	NV	R	R	R	R
MASSACHUSETTS								
1 Conte (R)	R	R	W	R	W	R	R	W
2 Boland (D)	R	R	R	R	R	R	R	R
3 Early (D)	R	NV	R	R	R	R	R	R
4 Drinan (D)	R	W	R	R	R	R	R	R
5 Tsongas (D)	R	R	R	R	R	R	R	NV
6 Harrington (D)	R	W	R	R	R	R	R	R
7 Markey (D)	R	R	R	R	R	R	R	R
8 O'Neill (D)	*	*	*	*	R	*	*	*
9 Moakley (D)	R	R	R	R	R	NV	R	R
10 Heckler (R)	R	W	NV	R	W	R	R	R
11 Burke (D)	R	R	R	NV	R	R	R	R
12 Studds (D)	R	R	R	R	R	R	R	W

* The Speaker does not normally vote on bills unless there is a tie.

	1	2	3	4	5	6	7	8
MICHIGAN								
1 Conyers (D)	R	W	R	R	R	R	NV	NV
2 Pursell (R)	R	W	W	R	W	R	R	NV
3 Brown (R)	W	W	W	R	W	W	R	W
4 Stockman (R)	W	W	W	W	W	W	NV	W
5 Sawyer (R)	NV	NV	W	R	W	W	R	W
6 Carr (D)	R	W	R	R	R	R	W	W
7 Kildee (D)	R	R	R	R	R	R	R	R
8 Traxler (D)	R	R	R	R	R	R	R	NV
9 Vander Jagt (R)	W	W	R	R	W	NV	R	W
10 Cederberg (R)	W	W	W	W	W	NV	R	NV
11 Ruppe (R)	W	W	W	R	W	R	R	NV
12 Bonior (D)	R	W	R	R	R	R	W	R
13 Diggs (D)	R	R	R	NV	R	R	R	R
14 Nedzi (D)	R	R	R	R	R	R	R	R
15 Ford (D)	R	R	R	R	R	R	W	R
16 Dingell (D)	R	R	R	R	R	R	R	R
17 Brodhead (D)	R	W	R	R	R	R	W	R
18 Blanchard (D)	R	R	R	R	R	R	R	R
19 Broomfield (R)	R	W	W	R	W	W	R	W
MINNESOTA								
1 Quie (R)	W	W	W	R	W	R	R	NV
2 Hagedorn (R)	W	W	W	W	W	W	W	W
3 Frenzel (R)	W	W	W	W	W	R	W	W
4 Vento (D)	R	R	R	R	R	R	R	R
5 Fraser (D)	NV	R	R	R	R	R	NV	R
6 Nolan (D)	R	R	R	R	R	R	R	R
7 Stangeland (R)	*	W	W	R	W	W	R	W
8 Oberstar (D)	R	R	R	R	R	R	R	R

* Issue prior to election

	1	2	3	4	5	6	7	8
MISSISSIPPI								
1 Whitten (D)	R	R	W	R	W	W	R	W
2 Bowen (D)	R	R	W	R	W	W	R	W
3 Montgomery (D)	W	R	W	W	W	W	R	W
4 Cochran (R)	W	W	W	R	W	W	R	W
5 Lott (R)	W	W	W	R	W	NV	R	W
MISSOURI								
1 Clay (D)	NV	R	R	R	R	R	R	R
2 Young (D)	R	W	R	R	R	R	R	R
3 Gephardt (D)	R	R	R	R	R	R	W	R
4 Skelton (D)	R	R	W	R	R	R	R	W
5 Bolling (D)	R	R	R	R	NV	R	R	NV
6 Coleman (R)	R	W	W	R	W	W	R	W
7 Taylor (R)	W	W	W	W	W	W	R	W
8 Ichord (D)	W	W	W	W	W	W	R	NV
9 Volkmer (D)	R	R	R	R	R	R	R	W
10 Burlison (D)	R	R	R	R	R	W	R	NV
MONTANA								
1 Baucus (D)	R	R	R	R	W	R	R	NV
2 Marlenee (R)	W	W	W	R	W	NV	R	NV
NEBRASKA								
1 Thone (R)	W	W	W	R	W	W	R	W
2 Cavanaugh (D)	W	W	R	R	R	R	R	NV
3 Smith (R)	W	W	W	R	W	W	R	W
NEVADA								
AL Santini (D)	NV	W	R	R	W	W	R	NV
NEW HAMPSHIRE								
1 D'Amours (D)	R	R	R	R	W	R	W	R
2 Cleveland (R)	W	W	W	NV	W	R	W	W
NEW JERSEY								
1 Florio (D)	R	NV	NV	R	R	R	R	R
2 Hughes (D)	R	W	R	R	R	R	R	R
3 Howard (D)	R	R	R	R	R	R	R	R
4 Thompson (D)	R	R	R	R	R	R	R	R
5 Fenwick (R)	R	W	R	W	W	R	R	W
6 Forsythe (R)	W	NV	NV	R	W	W	R	NV
7 Maguire (D)	R	R	R	R	R	R	W	NV
8 Roe (D)	R	NV	NV	NV	NV	R	R	R
9 Hollenbeck (R)	R	R	R	R	W	R	R	R
10 Rodino (D)	R	R	R	R	R	R	R	R
11 Minish (D)	R	R	R	R	NV	R	R	R
12 Rinaldo (R)	R	R	R	NV	W	R	R	NV
13 Meyner (D)	R	R	R	NV	R	R	R	R
14 Le Fante (D)	R	R	R	R	R	R	R	NV
15 Patten (D)	R	R	R	R	R	R	R	R
NEW MEXICO								
1 Lujan (R)	R	W	W	R	W	W	R	NV
2 Runnels (D)	R	W	W	W	W	W	R	NV
NEW YORK								
1 Pike (D)	W	R	W	R	W	R	R	NV
2 Downey (D)	R	R	R	R	R	R	R	R
3 Ambro (D)	R	R	R	R	R	R	R	R
4 Lent (R)	W	W	W	R	W	R	R	NV
5 Wydler (R)	W	NV	R	R	W	R	R	W
6 Wolff (D)	R	R	R	R	R	R	R	NV
7 Addabbo (D)	R	R	R	R	R	R	R	R
8 Rosenthal (D)	R	R	R	R	R	R	R	R
9 Delaney (D)	R	R	R	R	R	R	R	R
10 Biaggi (D)	R	R	R	R	R	R	R	R
11 Scheuer (D)	R	R	R	R	R	R	R	R
12 Chisholm (D)	R	R	R	R	R	R	R	R
13 Solarz (D)	R	R	W	R	R	R	R	R
14 Richmond (D)	R	R	NV	R	R	R	R	R
15 Zeferetti (D)	R	R	R	R	R	R	R	R
16 Holtzman (D)	R	R	R	R	R	R	R	R
17 Murphy (D)	R	R	R	R	R	R	R	R
18 Koch (D)	NV	NV	R	R	NV	NV	NV	NV
19 Rangel (D)	R	NV	R	R	R	R	R	R
20 Weiss (D)	R	W	R	R	R	R	W	R
21 Badillo (D)	R	W	R	NV	R	R	R	NV
22 Bingham (D)	R	R	R	R	R	R	R	R
23 Caputo (R)	R	W	R	R	R	R	R	W
24 Ottinger (D)	R	R	R	R	R	R	R	R
25 Fish (R)	R	NV	R	R	R	R	R	W
26 Gilman (R)	R	W	R	R	R	R	R	R
27 McHugh (D)	R	R	R	NV	R	R	NV	R
28 Stratton (D)	R	W	W	R	R	R	R	R
29 Pattison (D)	R	R	R	R	R	R	R	R
30 McEwen (R)	W	W	W	R	W	R	R	NV
31 Mitchell (R)	R	W	R	R	R	R	R	W
32 Hanley (D)	R	R	R	R	W	R	R	R
33 Walsh (R)	R	W	W	R	R	W	R	W
34 Horton (R)	W	W	R	R	R	R	R	W
35 Conable (R)	W	W	W	W	W	W	W	W
36 LaFalce (D)	W	R	R	R	R	R	R	R
37 Nowak (D)	R	R	R	R	W	R	R	R
38 Kemp (R)	W	W	W	W	W	W	W	W
39 Lundine (D)	NV	W	R	R	W	R	R	NV
NORTH CAROLINA								
1 Jones (D)	NV	R	W	R	W	W	R	R
2 Fountain (D)	NV	W	W	R	W	W	R	W
3 Whitley (D)	R	W	W	R	R	W	R	R
4 Andrews (D)	R	R	W	R	R	W	R	W
5 Neal (D)	R	R	W	R	W	W	R	NV
6 Preyer (D)	R	R	W	R	R	W	R	R
7 Rose (D)	R	R	R	R	R	W	R	W
8 Hefner (D)	NV	R	W	R	W	W	R	NV
9 Martin (R)	W	W	W	W	W	W	W	R
10 Broyhill (R)	NV	W	W	W	W	W	R	R
11 Gudger (D)	R	R	W	R	R	W	R	R
NORTH DAKOTA								
AL Andrews (R)	R	W	W	R	W	W	R	NV
OHIO								
1 Gradison (R)	W	W	W	W	W	R	R	W
2 Luken (D)	R	R	W	R	W	R	R	R
3 Whalen (R)	R	R	R	R	R	NV	NV	NV
4 Guyer (R)	R	W	W	R	W	W	R	W
5 Latta (R)	NV	NV	W	R	W	W	R	W
6 Harsha (R)	R	W	W	R	W	NV	R	NV
7 Brown (R)	NV	W	W	R	W	W	R	W
8 Kindness (R)	W	W	W	R	NV	R	R	W
9 Ashley (D)	R	R	W	R	W	R	NV	R
10 Miller (R)	W	W	W	W	W	W	R	W
11 J. W. Stanton (R)	NV	W	W	R	W	W	R	W
12 Devine (R)	NV	W	W	W	W	W	R	W
13 Pease (D)	R	R	R	R	W	R	R	R
14 Seiberling (D)	R	R	R	R	R	R	R	R
15 Wylie (R)	W	W	W	R	W	W	R	W
16 Regula (R)	R	W	W	R	W	W	R	W
17 Ashbrook (R)	NV	W	W	W	W	W	R	W
18 Applegate (D)	R	R	R	R	R	R	R	R
19 Carney (D)	R	R	R	R	R	R	R	NV
20 Oakar (D)	NV	R	R	R	R	R	R	R
21 Stokes (D)	R	R	NV	R	R	NV	R	R
22 Vanik (D)	R	NV	R	R	NV	R	R	R
23 Mottl (D)	NV	W	W	R	R	R	R	W
OKLAHOMA								
1 Jones (D)	R	R	W	R	W	R	W	W
2 Risenhoover (D)	R	R	R	R	R	R	R	NV
3 Watkins (D)	R	R	R	R	W	W	R	W
4 Steed (D)	R	R	R	R	R	R	R	W
5 Edwards (R)	W	W	W	R	W	W	R	W
6 English (D)	W	R	W	R	R	W	R	W
OREGON								
1 AuCoin (D)	R	W	W	R	R	R	W	W
2 Ullman (D)	R	R	R	R	W	R	W	R
3 Duncan (D)	R	R	W	R	R	R	R	R
4 Weaver (D)	R	R	R	R	R	R	R	R
PENNSYLVANIA								
1 Myers, M. (D)	R	R	NV	R	R	R	R	NV
2 Nix (D)	NV	R	R	R	R	R	R	NV
3 Lederer (D)	R	R	R	NV	R	R	R	R
4 Eilberg (D)	R	R	R	NV	R	R	R	R
5 Schulze (R)	R	W	W	R	W	W	W	W
6 Yatron (D)	R	R	R	R	W	R	R	R
7 Edgar (D)	R	R	R	R	R	R	R	R
8 Kostmayer (D)	R	W	R	R	R	R	R	R
9 Shuster (R)	R	W	W	W	W	W	R	W
10 McDade (R)	R	W	W	R	R	R	R	R
11 Flood (D)	R	R	R	R	R	R	R	R
12 Murtha (D)	R	W	R	R	R	R	R	R
13 Coughlin (R)	R	W	W	R	W	W	R	W
14 Moorhead (D)	R	R	R	R	R	R	R	R
15 Rooney (D)	R	R	R	R	NV	R	R	R
16 Walker (R)	W	W	W	W	W	W	R	W
17 Ertel (D)	R	R	R	R	W	R	R	R
18 Walgren (D)	R	R	R	R	R	R	R	R
19 Goodling (R)	W	W	W	R	W	W	R	W
20 Gaydos (D)	R	W	R	R	R	R	R	NV
21 Dent (D)	NV	NV	NV	NV	NV	NV	R	NV
22 Murphy (D)	R	R	R	R	R	R	R	W
23 Ammerman (D)	R	R	R	R	R	R	R	R
24 Marks (R)	R	W	W	R	W	R	R	R
25 Myers, G. (R)	R	W	W	W	W	W	W	W
RHODE ISLAND								
1 St. Germain (D)	R	NV	R	R	R	R	R	R
2 Beard (D)	R	R	R	R	R	R	R	R
SOUTH CAROLINA								
1 Davis (D)	R	W	R	R	R	W	R	R
2 Spence (R)	W	W	W	R	W	W	R	W
3 Derrick (D)	NV	R	R	R	R	W	R	R
4 Mann (D)	R	W	W	R	R	W	W	R
5 Holland (D)	R	NV	R	R	W	W	W	R
6 Jenrette (D)	R	R	R	R	R	W	R	R
SOUTH DAKOTA								
1 Pressler (R)	R	W	R	R	W	W	R	W
2 Abdnor (R)	NV	W	W	R	W	W	R	W
TENNESSEE								
1 Quillen (R)	R	NV	W	R	NV	W	R	W
2 Duncan (R)	R	W	W	R	W	W	R	W
3 Lloyd (D)	R	W	W	R	R	R	R	W
4 Gore (D)	R	R	R	R	R	R	W	W
5 Allen (D)	R	R	R	R	R	R	R	W
6 Beard (R)	W	W	W	R	W	W	W	W
7 Jones (D)	R	W	W	R	R	R	R	R
8 Ford (D)	R	R	R	R	R	R	R	NV
TEXAS								
1 Hall (D)	R	R	W	W	W	W	R	NV
2 Wilson (D)	R	R	R	W	W	R	R	R
3 Collins (R)	W	NV	W	W	W	W	R	W
4 Roberts (D)	R	R	R	W	W	W	R	R
5 Mattox (D)	R	R	R	R	R	R	R	R
6 Teague (D)	NV	NV	NV	NV	W	W	NV	W
7 Archer (R)	W	W	W	W	W	W	R	W
8 Eckhardt (D)	NV	R	NV	R	R	R	R	R
9 Brooks (D)	R	R	R	R	W	R	R	R
10 Pickle (D)	R	R	W	R	R	W	W	R
11 Poage (D)	W	R	NV	NV	W	W	W	NV
12 Wright (D)	R	R	R	R	R	R	R	R
13 Hightower (D)	R	R	W	W	R	W	R	NV
14 Young (D)	R	R	R	R	W	R	R	W
15 de la Garza (D)	R	R	R	R	W	W	R	W
16 White (D)	R	NV	W	R	W	W	R	W
17 Burleson (D)	W	R	W	W	W	W	R	NV
18 Jordan (D)	R	R	R	NV	R	R	R	R
19 Mahon (D)	R	R	W	R	W	W	R	W
20 Gonzalez (D)	NV	R	R	R	R	R	R	W
21 Krueger (D)	R	NV	W	R	W	R	R	R
22 Gammage (D)	NV	NV	R	W	R	R	R	NV
23 Kazen (D)	NV	R	R	R	W	W	R	W
24 Milford (D)	R	NV	W	W	W	W	R	R
UTAH								
1 McKay (D)	R	R	W	R	W	R	R	R
2 Marriott (R)	W	W	W	W	W	W	R	W
VERMONT								
AL Jeffords (R)	R	W	W	R	W	R	R	W
VIRGINIA								
1 Trible (R)	R	W	W	W	W	W	R	R
2 Whitehurst (R)	W	W	W	W	W	W	R	W
3 Satterfield (D)	W	W	W	W	W	W	R	W
4 Daniel, R. (R)	W	W	W	W	W	W	R	W
5 Daniel, D. (D)	W	W	W	W	W	W	R	W
6 Butler (R)	NV	W	W	W	W	W	R	W
7 Robinson (R)	W	W	W	W	W	W	R	W
8 Harris (D)	R	R	R	R	R	R	R	R
9 Wampler (R)	R	W	W	R	W	W	R	R
10 Fisher (D)	R	R	R	R	W	R	R	R
WASHINGTON								
1 Pritchard (R)	R	W	W	R	W	R	R	W
2 Meeds (D)	R	R	R	R	R	R	R	NV
3 Bonker (D)	NV	R	R	R	W	R	R	NV
4 McCormack (D)	R	R	W	R	R	R	R	R
5 Foley (D)	W	R	W	R	R	R	R	R
6 Dicks (D)	R	R	R	R	R	R	R	R
7 Cunningham (R)	*	*	*	R	W	R	R	W

* Issue prior to election

	1	2	3	4	5	6	7	8
WEST VIRGINIA								
1 Mollohan (D)	R	R	R	R	R	R	R	NV
2 Staggers (D)	R	R	R	R	R	NV	R	R
3 Slack (D)	R	W	NV	R	R	R	R	W
4 Rahall (D)	R	R	R	R	R	R	R	R
WISCONSIN								
1 Aspin (D)	R	R	R	R	W	R	R	NV
2 Kastenmeier (D)	R	W	R	R	W	R	R	R
3 Baldus (D)	R	R	W	NV	R	R	R	R
4 Zablocki (D)	R	R	R	R	R	R	R	R
5 Reuss (D)	R	R	R	R	R	R	R	W
6 Steiger (R)	W	W	W	R	W	R	W	W
7 Obey (D)	R	R	R	R	W	R	W	R
8 Cornell (D)	R	W	R	R	W	R	R	R
9 Kasten (R)	R	W	W	R	W	W	R	W
WYOMING								
AL Roncalio (D)	R	R	R	W	R	R	R	R

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Women Gain Equal Rights on the Playing Field

Just as "whites only" signs have been removed during the past few decades, so are less visible "boys only" signs coming down in school sports.

Girls now have the right to play on most of the same teams as boys, according to several recent legal rulings.

These include agreements by the Department of Health, Education, and Welfare to step up its enforcement of sex discrimination complaints and legal rulings that girls have the right to compete equally with boys in both high school and college sports, often on the same teams.

Developments include:

• *Women's Equity Action League v. Califano,* to which NEA was a party, along with other organizations, filed by three female professors who had suffered sex discrimination in employment and by a female junior high school student who had experienced bias in her school's athletic program.

The settlement finally negotiated by the government and the plaintiffs, forming the basis of an order issued by U.S. District Court Judge John Pratt in Washington, D.C., commits HEW to doubling its staff in the Office for Civil Rights by immediately adding 898 new positions.

In addition, HEW was given until Sept. 30, 1979, to clean up its backlog of 3,000 unprocessed discrimination complaints. Timetables were set for new complaints, leaving OCR the flexibility to conduct broad compliance reviews (investigations of institutions where no complaint has been filed).

• In 1977, OCR issued interpretations of Title IX regulations to the Education Amendments of 1972 (which prohibits discrimination on the basis of sex in all 16,000 public school districts and higher education institutions receiving federal funds) saying that girls have the right to compete with boys on coed baseball teams.

Baseball is not a contact sport, the government said, so if schools lack a girls baseball team, they must let girls try out for the school ("boys") team. However, OCR balked at wrestling and football, which it said are contact sports, and may therefore be separated by sex (but girls must have separate teams if a sport is offered for boys).

The question of coed soccer teams is still up in the air, so to speak.

• In contrast, U.S. District Court Judge Carl B. Rubin ruled that high school girl basketball players in Yellow Springs, Ohio, were *denied* their civil rights under the 14th Amendment and Title IX by being forced to play on an all-female team.

The Ohio High School Athletic Association's rule prohibiting boys and girls from interscholastic athletic competition in contact sports presumes that girls are physically weaker than boys and somehow less athletic, said the court.

"Although some women are physically unfit to participate with boys in contact sports," said Judge Rubin, "it does not necessarily and universally follow that all women suffer similar disabilities."

The judge said that Title IX regulations are unconstitutional insofar as they suggest that creating separate teams for girls and boys in each sport complies with the law—a controversial ruling that at the moment applies only to this particular court jurisdiction in Ohio.

• A federal judge in Kansas City, Kansas, dismissed a much publicized lawsuit filed two years ago by the National Collegiate Athletic Association, which sought to exempt intercollegiate athletics from Title IX enforcement.

NEA intervened in the suit on behalf of HEW, together with the Association for Intercollegiate Athletics for Women, the American Alliance for Health, Physical Education, and Recreation, and the National Student Association.

U.S. District Judge Earl E. O'Connor agreed with NEA that Title IX covers college-level athletics, and that NCAA failed to prove that it, its member institutions, or their athletic programs would be injured by Title IX.

In any event, said the court, the lawsuit was premature, since regulations covering athletics don't even take effect until July 21, 1978.

NEA Promotes Afro-American History Month

NEA observed Afro-American History Month during February and the theme chosen for 1978 was "Roots, Achievements, and Projections."

Activities included a first-day ceremony for the "Harriet Tubman Commemorative Stamp" issued by the U.S. Postal Service. The ceremony was sponsored by the Black History Observance Committee of the Association for the Study of Afro-American Life and History. Other activities included *Tracing Our Roots,* A National Archives Lecture; an NEA Family Day at the Museum of African Art in Washington, D.C.; and the distribution of an African and Afro-American Cook Booklet.

Afro-American history observances have been held since 1926, the purpose being to call attention to the contributions of black Americans to the growth and development of the United States and to provide teachers with information about the contributions. The first observances, known as Negro History Week, took place during the week in February that includes the birthdays of Frederick Douglass and Abraham Lincoln. They were sponsored by what is now known as the Association for the Study of Afro-American Life and History (ASALH) in Washington, D.C., and the former American Teachers Association (ATA).

After NEA merged with ATA in July 1966, NEA assumed ATA's role in helping promote the observance of Afro-American history. The Carter G. Woodson Memorial Award, named after the founder of ASALH, is presented annually by ASALH and NEA at NEA's Human Relations Awards Banquet at the NEA Convention, to honor the individual who has exercised the greatest leadership during the year in promoting Afro-American History Month.

Louisiana Association of Educators Brings Black and White Teachers Together

BATON ROUGE, LA.—With the December 1, 1977, consolidation of the mostly black Louisiana Education Association and the predominantly white Louisiana Teachers Association, the last racially separate statewide teachers association in the nation passed into history, ending a 13-year merger process in the South that accelerated with the passage of the 1964 Civil Rights Act.

The new organization, the Louisiana Association of Educators, combines 12,000 black and 28,000 white teachers in NEA's newest affiliate.

Some black members objected, afraid they would lose representation in the consolidated group due to their fewer numbers, but court challenges were defeated in favor of LAE. Under the consolidation plan, however, a black teacher must be elected president the first year (Lawrence Narcisse, Jr., of Iberia Parish won over six other candidates last November), with blacks and whites alternating the presidency during the next five years.

Cooperation is by no means something new for Louisiana teachers: last fall black and white teachers together lobbied state legislators to gain a $1,500 pay raise.

Increased Funding Earmarked for Indian Education

Indian children such as these from the Pima Indian reservation in Arizona will be helped by the $21.6 million in grants designated for Indian education.

WASHINGTON, D.C.—The U.S. Office of Education has awarded $21.6 million in federal funding to public school districts, state and local educational agencies, Indian tribes and organizations, and institutions of higher education that serve Indian children and adult education programs.

One hundred and sixty grants were allocated under Parts A, B, and C of the Indian Education Act (PL 92-318) to support special programs and projects and improve the educational opportunities for Indian children and adults. This funding augments the $3.2 million awarded in 1977 for the education of Indian children in 1,029 public elementary and secondary schools.

Education Act of 1978

In testimony before Congress for the Education Act of 1978, NEA has recommended extending the authority and special provisions of the Indian Education Act through 1983 to broaden the educational opportunities for Indian students.

Proposed amendments to the act emphasize authorization of the Commissioner to make grants to and contracts with institutions of higher education, public and private institutions, Indian tribes and organizations, and individuals to:

- Conduct research, studies, and developmental activities in the field of Indian education, especially in the history, culture, and languages of the various Indian people who have resided in the territorial limits of the U.S.
- Promote the development of curricula and curricula material designed for use in Indian education for elementary and secondary school students
- Provide preparation, in-service training, and fellowships to Indian students, teachers, and administrators for Indian education programs at institutions of higher education
- Award fellowships to students in graduate and professional programs.

President Carter, in his budget proposal for 1979, cited Indian education as one of his major goals to "increase access for the under served."

The proposed budget calls for $48 million in federal aid (an increase of $9.5 million over last year) to go to local school districts, local educational agencies, and Indian-controlled schools on or near reservations for "local supplemental elementary and secondary programs to meet the special educational needs of Indian children."

More than $25 million, an increase of $6.6 million above the 1978 level, is requested for "special demonstration projects benefiting both Indian children and adults." Over $6 million is slated for basic literacy and high school equivalency programs for Indian adults.

NEA lobbied for the $60 million appropriated in fiscal year 1978 and will push for an increase of over $16 million in monies to be made available for Indian education in fiscal year 1979.

NEA Annual Conference To Examine Teachers Rights and the Handicapped

WASHINGTON, D.C.—How will the rights of teachers be affected by a new federal law on the education of all handicapped children?

This question will be the focus of NEA's Sixteenth Annual Conference on Civil and Human Rights in Education, to be held at the Sheraton Park Hotel here, March 17-19.

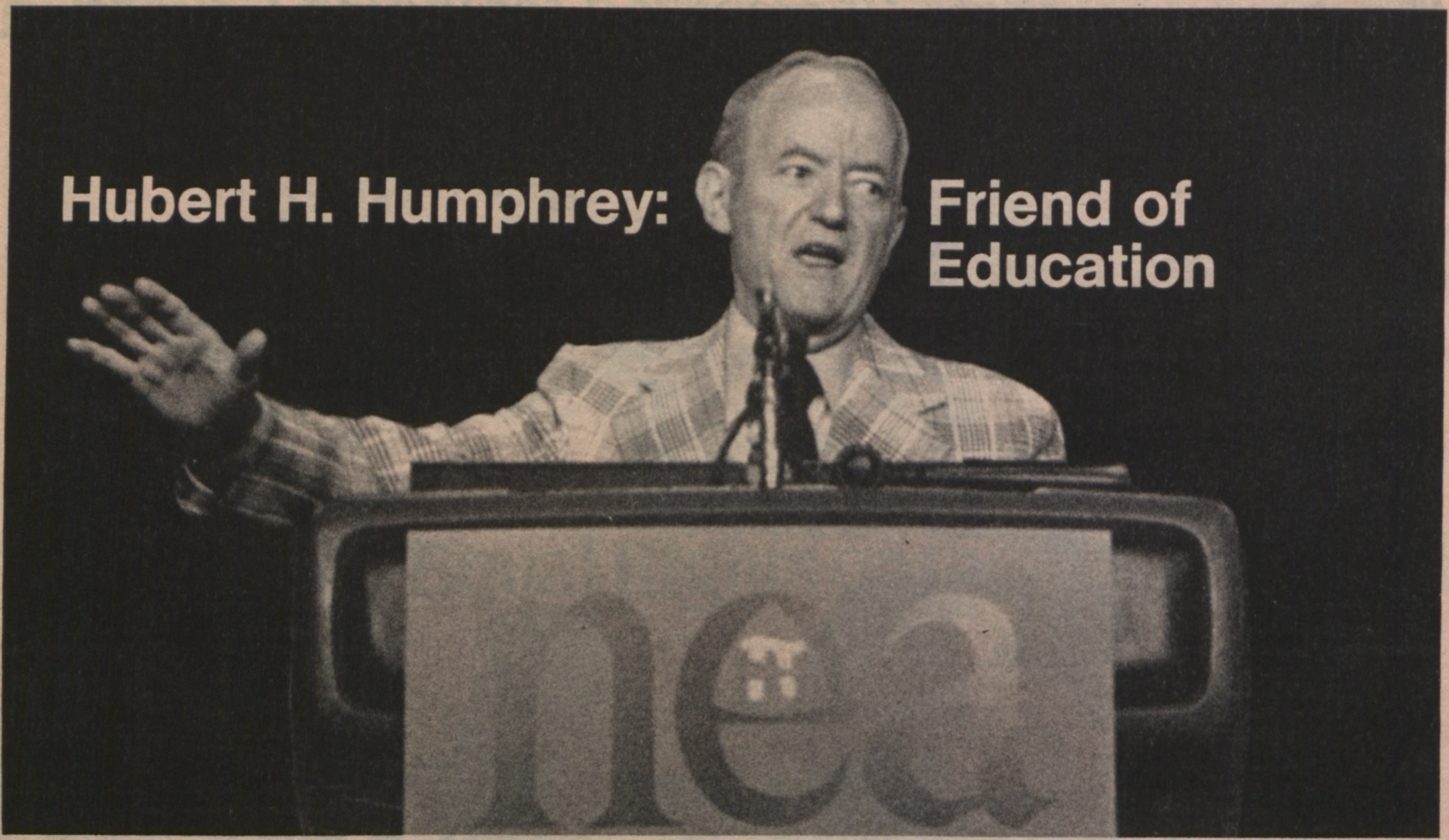
The conference will continue NEA's 15-year tradition of helping participants understand the civil and human rights issues of the times, increasing their sensitivity to the value of all human beings, and teaching them how to respond to the educational needs of all children.

Highlights of the conference include:

- Symposiums on the major aspects of the new law (PL 94-142): Least Restrictive Environment, the Individualized Education Program, Due Process for Parents and Students, "The Plan," and In-Service Programs
- Release of and discussion about NEA's Special Study of the Education of Handicapped Children. The study developed from hearings in Des Moines, Iowa; Savannah, Ga.; and Santa Maria, Calif., by a panel of parents, principals, special education teachers, and child advocacy groups
- Eight small group sessions to address the implications of the new law and its impact on education, with emphasis on collective bargaining, mainstreaming, attitudes, testing, financing, transportation, accountability, and agency and organizational roles
- Several films about PL 94-142 and the education of the handicapped.

A form for requesting conference invitations and recommending others to be invited has been mailed to NEA and affiliate leaders and staff.

Hubert H. Humphrey: Friend of Education



Senator Humphrey addressing the 1977 NEA Representative Assembly

Minnesota Senator Hubert H. Humphrey, a former Vice-President of the United States, was a long-time supporter of public education.

A few months before his death in January, Humphrey spoke up in favor of a separate Department of Education, a major NEA goal. He had spoken strongly in favor of an Education Department last summer at the NEA Convention, calling the proposal one that would "put us in the best position to address the problems created by a lack of effective communications among federal agencies."

At that same NEA Convention, Humphrey was the recipient of the Association's 1977 Friend of Education Award. The nomination for that award was presented by the president of the Minnesota Education Association, Donald C. Hill. These are the words Hill used:

"During his more than 30 years in public service, Senator Hubert Humphrey has consistently and outspokenly championed the cause of better educational opportunity for all Americans.

"Senator Humphrey has played a major role in the development and passage of all key education legislation enacted by Congress since he first was elected to the U.S. Senate in 1949.

"As head of a Senate education subcommittee, Humphrey was instrumental in the drafting of the first modern federal aid to education bill. Many of his proposals were incorporated into the National Defense Education Act of 1958 and the 1963 Higher Education Facilities Act.

"In 1964, Humphrey was chief sponsor of the Civil Rights Act, landmark legislation which included major provisions on school desegregation and equal educational opportunity.

"Senator Humphrey's leadership abilities have been well recognized by his colleagues as evidenced by his membership on key Senate committees. As a member of the appropriations committee, he helped draft and enact the Elementary and Secondary Education and Higher Education Acts and the National Education Investment Act which provides assistance to school districts for improvement in educational offerings. He also is a cosponsor of NEA-backed legislation to create a Cabinet-level Department of Education.

"His consistent support of increased funding for education, child nutrition programs, and expansion of educational offerings and opportunities truly have earned Senator Hubert H. Humphrey, III, the title of 'Friend of Education.' "

NEA Leads Fight for International Human Rights

NEA President John Ryor and Executive Director Terry Herndon have actively sought the release of teacher-leaders in other countries who have been held without charge for insisting on better educational conditions and other human rights.

As a member of the World Confederation of Organizations of the Teaching Profession, NEA brought considerable pressure to bear upon Argentine authorities to protect the life and judicial rights of Alfredo Pedro Bravo, Secretary-General of the Confederation of Educational Workers of Argentina.

Bravo was abducted by security forces last September 8, while he was teaching at a night school for adults in Buenos Aires.

Argentine authorities at first denied any knowledge of Bravo's disappearance, but after the intervention of NEA and other WCOTP members, admitted he "had been placed at the disposition of the National Executive Authority, being detained in the city of La Plata."

No charges have been brought against Bravo, who, besides leading teachers, is cochairman of the Argentina Human Rights Commission.

NEA protested not only to Argentine President Lt. General D. Jorge Rafael Videla, but also to the Argentine embassy in Washington, D.C., to the U.S. State Department, to the U.S. ambassador to the Organization of American States, to Amnesty International, and to the International Human Rights Commission in Geneva.

In addition, NEA made a formal protest to OAS' Inter-American Commission on Human Rights, which sent a committee to visit Argentina and check on Bravo's condition.

NEA also solicited aid from the Council on Hemispheric Affairs and the Latin American section of the U.S. Catholic Bishops.

WCOTP, a 5.5 million member organization, sent its Secretary General, John M. Thompson, to visit Bravo in prison and to protest over the failure of Argentine authorities to release Bravo.

Ryor and Herndon have been thanked on behalf of NEA for their efforts in the Bravo case by the Latin American representative of WCOTP, by the Confederation of American Educators, by CTERA, the Argentine teachers organization, and others.

NEA has also used its influence in Honduras, where teachers demonstrated and carried out strikes seeking educational reform in a country where less than 20 percent of the children finish elementary school.

Ryor and Herndon sent telegrams to the Honduras chief of state, and urged Latin American teacher groups to join NEA in backing COLPROSUMAH, the Honduras teachers group.

COLPROSUMAH President Luis Enrique Trundle wrote NEA that discussions between teachers and the government have resumed: "We consider the solidarity action of the NEA to deserve special mention.

"Therefore, we express to you, and ask you to extend to the whole association our special thanks for the assistance that you gave us during our fight for the betterment of the teachers, education, and the nation," continued Trundle.

NEA Drive Pays Off

Teachers Will Run Teacher Centers

As a result of NEA's long drive to win establishment of teacher centers run by and for teachers with federal support, centers should start operating this fall.

The final regulations, signed January 3 by Secretary of Health, Education, and Welfare Joseph A. Califano, reflect the strong push by NEA and its affiliates that teachers themselves direct their in-service education and curriculum development programs.

In authorizing teacher centers in late 1976, Congress for the first time formally expressed its belief that teachers should have a say in their own in-service training.

Some $8.25 million is available for teacher centers the first year, with President Jimmy Carter asking that $10 million be appropriated next year.

A suggestion: teachers may want to get help in these teacher centers to work with handicapped youngsters who will be coming into the classroom in greater numbers under another federal law.

Teachers must act quickly through their local associations if they wish to be considered for the first year's proposals, which must be submitted by local education agencies (school boards) or local universities with teacher training departments.

First, a local teacher center policy board with a majority or more of full-time classroom teachers must organize and approve the plan.

The school board or higher education institute then submits the plan to the state department of education—all by March 30.

After the plans are reviewed at the state level, they go to U.S. Commissioner of Education Ernest Boyer, who will award the grants to the local education agency or higher ed institute. Boyer will use "readers" to judge the proposals; NEA expects most of the readers will be classroom teachers.

Teacher Center Regulations

- Full-time classroom teachers must make up a majority of the teacher center policy board.

"The term 51% should not be in anyone's vocabulary," says NEA/IPD, advising teachers to aim for *at least* a two-thirds majority.

NEA also recommends that as local associations choose the teacher members of the board, they keep in mind the need to balance the group on the basis of grade level, subject area, sex, and minorities. By law, the board must also include representatives of the school board and of the institution of higher education located in the area.

Classroom teachers must make up a majority of the teacher center policy board—NEA urges teachers to aim for at least a two-thirds majority.

- NEA strongly recommends that teacher members of the policy boards be selected by the teachers' collective bargaining agent, or by the teachers' organization with the most members in areas where bargaining does not exist.
- Federal funds can be used to pay substitutes for teachers who take part in teacher center activities during the regular school day.
- Federal funding to reimburse state departments of education for administrative expense was slashed from 14 to 10 percent of the teacher center funds (NEA had pressed for five percent as a more reasonable figure).

This means that some $200,000 more will be available for local teacher centers.

- Funding is competitive. No percentage has been set aside for each state. Theoretically, all monies could go to fund projects in just one state, though logic and politics make that very unlikely.

The money will go to local education agencies and universities which show the most interest, hard work, and creativity in developing good proposals.

NEA strongly urges its local affiliates to encourage teacher members to set up policy boards and develop proposals, even though the amount of money available for a national project of this scope means that only a relatively small number—perhaps 100—can actually be funded.

NEA strongly recommends that teacher members of the policy boards be selected by the teachers' collective bargaining agent.

If teachers send in as many good proposals as possible, this will serve as evidence of the deep interest teachers have in teacher centers and provide NEA lobbyists with ammunition in seeking more funds next year.

- Applications, which will be judged on a 100-point system, must receive at least 50 points to be considered.

The largest number of points, 20, is given for "the potential of the proposed teacher center for increasing the effectiveness of the teachers served, in terms of the learning needs of their students."

Other points are given for such things as the teacher center board's responsibility for the project, definition of program objectives, and influence on regular in-service training.

Other points to keep in mind about teacher centers:

- While the teacher-controlled teacher center policy board must approve proposals and will run the center, only the local school board or university can submit the plan and receive funds.
- Federal funds can't be used to build or remodel. Applicants must provide the physical facilities.
- School boards are discouraged from reducing their present financial commitment to teacher in-service training.

The federal funds are intended to supplement present training, not replace it. NEA affiliates are warned to watch out for school boards which try to substitute federal money for their own in-service spending.

NEA has sent teacher-leaders, UniServ, and state IPD and GR staff an information packet containing a copy of the regulations, assistance on program development and proposal writing, and guidelines on conducting a teacher center needs assessment of teachers.

Local associations should contact these people for help in forming policy boards, developing programs, and writing proposals.

Don McComb, NEA/IPD, 1201 16th St., NW, Washington, D.C. 20036; phone (202) 833-4117, can provide further information.

For teacher center applications, contact Allen Schmieder, Office of Education, Teacher Centers Program, 400 Maryland Ave., SW, (Room 5652, ROB #3), Washington, D.C. 20202; phone (202) 245-2235.

NEA Review Board Says Former Teachers Can't Represent Current Teachers

NEA's Review Board has agreed with NEA's Board of Directors that life members who used to teach are not eligible to be elected or appointed to association positions reserved for classroom teachers.

"This right to be a member of the NEA Board of Directors is limited not only for the life member who retires from classroom teaching, but also for any active member who leaves classroom teaching for a position as administrator, for example," stated the Review Board in its second decision, issued last October.

The Review Board pointed out that this has been NEA's policy except for a nine-month period in 1976-77. Then the Board of Directors voted to allow life members who no longer teach to be counted as classroom teachers if they wanted to hold elective or appointive office in NEA. In February 1977, the Board of Directors rescinded this decision.

The New Jersey Education Association had challenged the rescision, charging that the limitation on former teachers conflicted with NEA's constitution.

Proportioned Delegates

In its first decision, issued in mid-1976, the Review Board said that state as well as local delegates to the representative assembly who are chosen from combined administrator/classroom teacher associations must be picked in proportion to their membership.

In that case, the Review Board upheld the bylaw challenge brought by the Washington Education Association against the Executive Committee.

The nine-member Review Board, appointed by NEA's president and approved by the Board of Directors, acts as NEA's judicial body under the new constitution and bylaws.

NEA MEETINGS SET

The following Association meetings have been scheduled through May 1978. All will be held at NEA Center in Washington, D.C.

Committee on Program and Budget, February 25-27
Committee on Program and Budget, March 19-20
Executive Committee, March 20-21
Resolutions Committee, April 3-11
Committee on Constitution, Bylaws, and Rules, April 24-25 (tentative)
Executive Committee, May 2-3
Board of Directors, May 5-7

Wisconsin Teachers Win Binding Arbitration, Limited Strike Rights

Calling it an "historic occasion in Wisconsin labor history," Acting Governor Martin Schreiber, at podium, signs new collective bargaining bill, while Wisconsin teacher-leaders who were instrumental to the bill's passage look on. Commented Schreiber, who ascended to the chief executive's seat when former Governor Patrick Lucey became U.S. Ambassador to Mexico, "This bill has the potential to strengthen public education in Wisconsin because it recognizes the rights and responsibilities of teachers as professionals."

MADISON, WISC.—For the first time, Wisconsin's teachers now have binding arbitration and a limited right to strike. Teacher-leaders in the Wisconsin Education Association Council lobbied vigorously for the measure.

Senate Bill 15, signed into law by Wisconsin Governor Martin Schreiber, went into effect January 1. Known as "sunset" legislation, the new bargaining law expires in three years unless the legislature renews it.

Previously teacher strikes were illegal. Now strikes are legal—but only where both parties in a contract dispute refuse to go to final offer binding arbitration or where both withdraw their final offers.

The law, which covers all municipal employees except fire fighters and police officers, provides that:

- Mediation or arbitration may be requested by either party (the Wisconsin Employment Relations Commission may also mediate on its own initiative during impasse).
- Teachers may strike after giving 10 days notice, but only if *both* sides first withdraw their final offers.
- The school board and any citizen directly affected by a potential strike may seek to enjoin a strike; the court will then order the parties to each submit a new final offer and go directly to binding arbitration. Where school boards refuse to bargain in good faith, this could work in the teachers' favor.
- The first bargaining session must be open to the public. The governor vetoed a provision which would have required *all* negotiations sessions to be open.
- Unions can lose their dues checkoff or fair share agreement for one year if they take part in illegal strikes (i.e., after an injunction or binding arbitration award has been issued). But school boards failing to implement an award are also liable for civil costs.
- A teachers union can be fined $2 per member up to $10,000 every day of a strike after it has been enjoined. Individual teachers striking after an injunction has been issued can be fined $10 daily, or $15 daily if an binding arbitration award has been issued. Makeup days to replace strike days are optional, so teachers cannot count on recouping their salary. Contempt of court fines may also be levied against both teachers and their organizations—and school boards as well.
- A local teachers union and school board may agree to opt out of state impasse procedures and set up their own. However, the state law is still there as backup in case the parties fail to agree.

School Boards Must Bargain

Wisconsin teacher-leaders were jubilant over the law's passage.

Said WEAC President Paul du Vair, "The individual and collective efforts of untold thousands of teachers can be counted in the passage of SB 15."

And WEAC Executive Secretary Morris Andrews added, "It meant a lot of hard work on the part of teachers to elect pro-education legislators. But once they were elected, we were determined to tell them what we thought about the unfairness of the present bargaining system. And they listened. It's been a gratifying process."

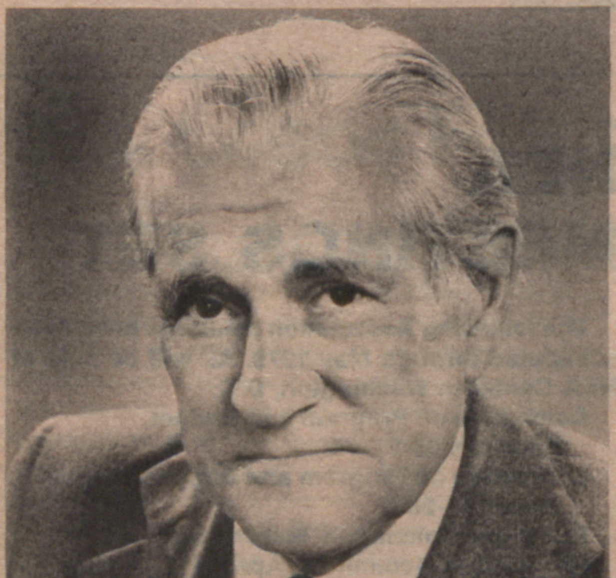
Both du Vair and Andrews agree that the new law is supposed to produce voluntary settlements by balancing local bargaining power at the negotiations table.

The philosophy of the new law is to legalize those impasse remedies—arbitration and the right-to-strike—that are viewed as sufficiently risky to one side or the other to encourage settlement at the table rather than through prolonged disputes.

Wisconsin was the first state in the nation—in 1959—to allow teachers and other municipal employees "to meet and confer." But even the 1972 revision of the law failed to force bargaining to occur in many cases, because mediation was not binding on the parties. Arbitration in the new law can be enforced in the courts, however.

Teachers feel that their testimony on how some school boards dragged their feet and refused to bargain in good faith, often postponing bargaining sessions for over a year, did more to convince state legislators than anything else.

Teachers now have three years to see if the new law remedies school boards' refusal to bargain.



Distinguished veteran commentator Eric Sevareid will be host-narrator of "Between the Wars," a 16-episode TV series recommended by NEA. The series, set to begin in mid-March, tells the dramatic story of U.S. involvement in foreign affairs from Versailles to Pearl Harbor. Check local listings for exact times for the series.

Esther Rolle (left) and Tina Andrews act a scene from "Journey Together," a half-hour children's TV film recommended by NEA. The film, part of the CBS Winners series, will be telecast March 9. It tells how an elderly woman and a teenage girl both grow by learning to help others and to accept help themselves.

New Hampshire Professor Proves Sex Discrimination in Promotions

BOSTON, MASS.—The U.S. First Circuit Court of Appeals here has upheld a lower court finding that Keene (New Hampshire) State College Professor Christine Sweeney had been denied an earlier promotion on the basis of her sex, in violation of Title VII of the Civil Rights Act of 1964.

The January ruling reverses the current trend: most individual female faculty members have failed in their attempts to prove sex discrimination in higher education.

The New Hampshire Education Association and NEA financed Sweeney's lawsuit.

The appellate court affirmed the federal district court's award of two years back pay for the difference between her salary and that of full professor, and almost $18,000 in legal fees and costs. Sweeney was finally promoted in 1976, a year after she filed suit.

The First Circuit voiced misgivings over other courts that have adopted a hands-off policy toward academic sex discrimination charges:

"This reluctance no doubt arises from the courts' recognition that hiring, promotion, and tenure decisions require subjective evaluation most appropriately made by persons thoroughly familiar with the academic setting.

"Nevertheless, we caution against permitting judicial deference to result in judicial abdication of a responsibility entrusted to the courts by Congress. . . ."

Aiding Sweeney in her case was statistical evidence that only three other women in the nearly 70-year history of Keene State College have achieved the rank of full professor, and testimony about the ineffectiveness of Keene's affirmative action efforts.

Teacher strikes are not a new phenomenon. But this winter when teachers went on strike in Redmond, Washington, a snow and cold front hit at the same time. At least one teacher skied the picket line. The Redmond strike soon ended after a citizens group gave the school board an ultimatum —reopen the schools in 24 hours or go to binding arbitration as the teachers wanted.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Teacher Power?

Your self-congratulatory article, "Teacher-Backed Candidates Win Off-Year Elections" [December *Reporter*], is so misleading that it makes me doubt anything I read in NEA *Reporter*. The statement that Charles Royer (mayor-elect of Seattle) "knows education: he served for two years as president of a school parent-teacher-student ass'n" is a laugh. His knowledge of education is superficial to say the least.

As for the idea that the teachers played some important role in electing Royer: baloney.

Howard Kelley
Seattle, Washington

I feel that as long as legislators and school boards can pass laws and regulations that affect my employment and working conditions, that we must support and elect people who will support teachers and education in general particularly in financing the schools.

As teachers we are an essential part in the development of our students and we cannot, in good conscience, divorce ourselves from the areas of human rights. Civil rights affects all of us. Those who say those issues are not pertinent to teachers are in an ivory tower and not dealing with reality.

There's a lot of teacher power in our country and we need to use it to our advantage.

Josephine Sprague
Fountain Valley, California

Social Issues, Con and Pro

I wholeheartedly support the use of the Reporter to promote educational ideas. The ERA, Bakke case, stand on gun control and presidential endorsements are certainly serious educational concerns. I am proud to be a member of the NEA as an organization willing to stand up for human rights, fairness and decency.

Pamela Elliott Alonso
Arlington, Virginia

I wish to protest the use of our Educational Association to donate money to the NAACP, to support a presidential or any other political candidate, and to applaud discrimination (ie the Allan Bakke case) of any citizen of the United States.

It makes me sad to pay dues to an organization which makes decisions without considering the consequences.

"I am a member of NEA" but I sincerely wish I could say that with more pride.

Mamie Smith
Gulfport, Mississippi

Against Mainstreaming

Some well-meaning educators, as stated in the December, 1977 NEA *Reporter*, are supportive of mainstreaming the mentally retarded. I am not. The quoted teachers failed to suggest how the classroom teacher, already having a varied heterogeneous classroom full of children, can extend the educational needs IN ALL SUBJECTS now offered. With the addition of the mentally retarded, either these children will receive the extra attention needed at the expense of all others OR the needs of the mentally retarded will be partially or fully ignored.

The mentally-retarded need specialized teachers in the major disciplines. While most other professions have become specialized, we, in education, are once again going in the opposite direction.

Francis A. Filardo
Mahwah, New Jersey

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

I Was Misquoted

I was excited, at first, to learn that I was quoted in a recent issue (Vol. 16, No. 9, bottom of page 11). The Des Moines hearings of the NEA with regard to P.L. 94-142 promised, by the breadth and depth of their coverage, to gather worthwhile information. I am upset however, because my feelings have been misrepresented . . . my words misquoted.

1. I *do not* believe that a weighting formula should be used for handicapped children.
2. I *do not* believe that a handicapped child should be equal to four normal children.
3. I *do not* believe that a teacher should be able to veto the presence of any child in his or her classroom.

The essence of these statements is the opposite of what I believe and therefore repugnant to me.

I believe that a weighting formula avoids the issue of consultant support for classroom teachers who work with handicapped children and further stigmatizes handicapped children.

S. Pike Hall
Des Moines, Iowa

Teachers Must Take Stands

I disagree completely with the opinions in the three letters (in the December, 1977 *Reporter*) entitled "Ill-advised Actions," by Arthur H. Watson, Wrangell, Alaska; "Not Pertinent," by Jeffrey P. Vallosio, Washington, Illinois; and "World Government," by Dennis R. Herrmann, Rock Hall, Maryland.

It has always been my understanding that one of the major purposes of education in a democracy is to prepare future citizens for participation in their government. If teachers are not prepared to take a stand on such issues as the B-1 bomber, ERA, boycotting the products of a manufacturer (such as J. P. Stevens that has one of the worst records in the country as far as treatment of its employees is concerned), and gun control to mention only a few, how can they help children learn to weigh facts, make intelligent decisions and take action when necessary concerning matters which affect their education, health, employment, and perhaps their very life.

As far as foreign travel and book clubs not being "pertinent" to teachers—surely Mr. Vallosio must be jesting.

One can't help but wonder what would have happened if our founding fathers had shared Mr. Herrmann's revulsion of mutual cooperation of ever larger units of government. . . . We would probably still be 48 or 50 bickering independent states who refused to relinquish any of their authority to a "federal" government.

Karwyn Rigan
Ann Arbor, Michigan

Defends Social Security

"NEA, how could you?" How could you initiate legislation to block mandatory Social Security coverage for teachers? Here are a few additional "facts" to present, if you dare, to NEA members.

Fact #1: Death and disability do not "wait" until you can build up a satisfactory retirement hedge by private investments, etc., etc., etc.

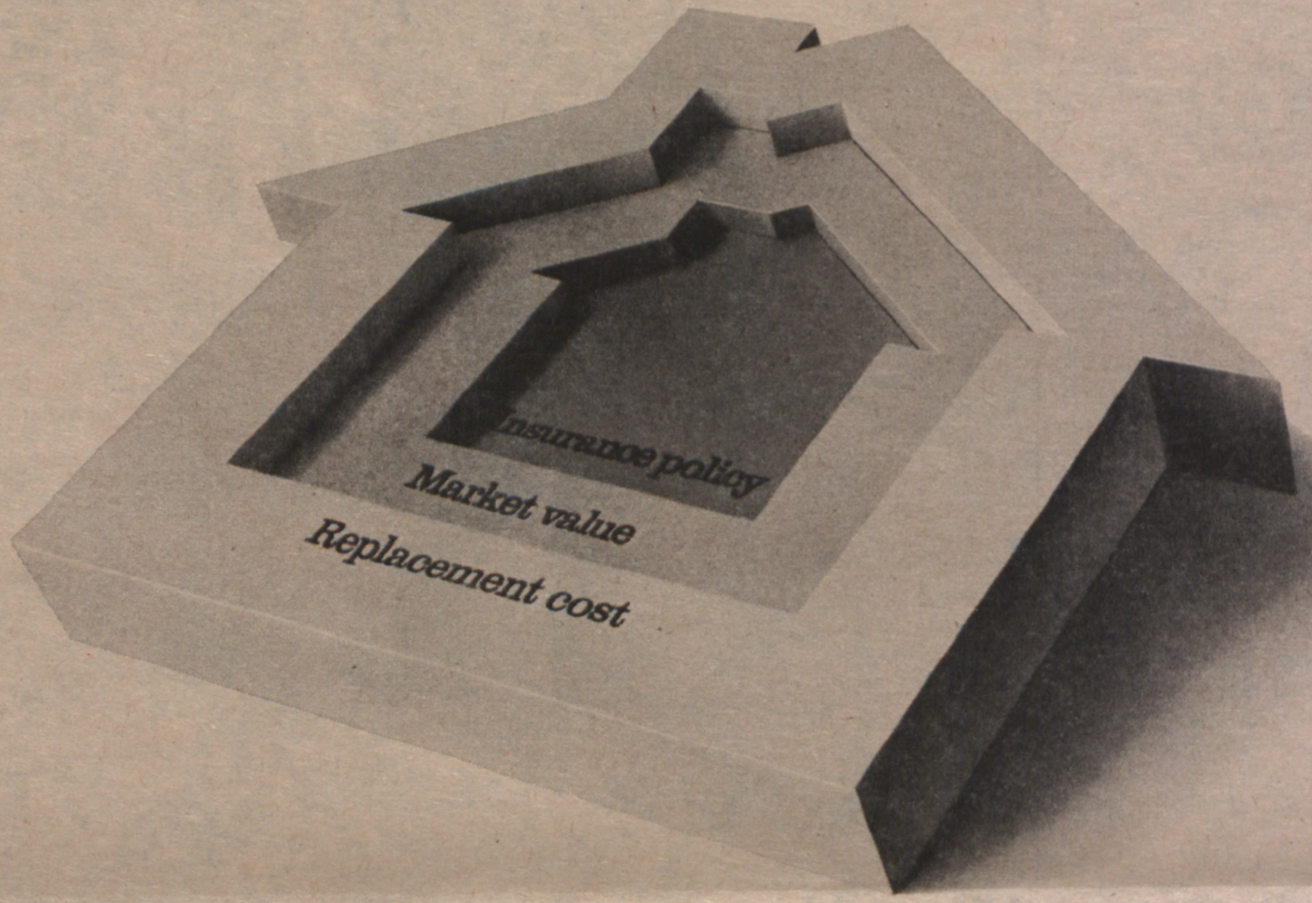
Fact #2: When I moved into a commonwealth that did not provide mandatory S.S. at the time, I elected to "buy in" when the opportunity arose. For $126 I received the following:

A. Coverage with a pension AND Social Security just ten years later.
B. Coverage that made leaving my educational career a bit less of a financial load.

I NEVER once regretted paying my taxes nor my Social Security. One was my privilege, my way of being glad to live in America; *the second was my personal responsibility to myself—to make myself as financially independent as I could lest I burden my fellow taxpayers.*

Betty Pek
Erie, Pennsylvania

Remember, it's the replacement cost that counts



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Circulation
this issue: 1,721,931
April 1978 Vol. 17, No. 3

nea reporter

Published by
National Education Association
Washington, D.C.

Carter to Congress: "MORE SCHOOL DOLLARS"

INSIDE

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The Carter Administration has sent unprecedented education-fund-increase proposals to Congress—proposals NEA calls "the most comprehensive program for bringing education to the forefront of our nation's priorities that we have seen since the days of Lyndon Johnson."

In a special education message to Congress, President Jimmy Carter asked for major increases in the federal education budget and for extension of the centerpiece of federal education thrust, the Elementary and Secondary Education Act.

Carter urged Congress to create a separate Cabinet Department of Education.

The President met with nationwide NEA teacher-leaders at the White House before sending the special message to Congress, and told them that he was increasing education funding and that he felt more strongly than ever that a separate Department of Education is needed (Carter's comments to NEA leaders and photos of the meeting appear on pages 2, 3, 4, and 5).

Commenting on the Carter special message to Congress, NEA President John Ryor said that "America's teachers congratulate the President on his reaffirmation of his commitment to Cabinet status for education, substantially increased federal funds for education, and quality public education for all our young people."

The proposals, Ryor added, are

(*Continued on next page*)

"I believe that we need and I believe that we will get a separate Department of Education," President Jimmy Carter tells NEA leaders at a White House meeting. To the left and right of the President are NEA Executive Director Terry Herndon and NEA President John Ryor.

"I believe that we need and I believe that we will get a separate Department of Education," President Carter tells NEA leaders during a White House meeting."

Carter Urges Congress To Pass Major Increases in Federal School Funding

(*continued from page 1*)
a major step toward teachers' long-time goals of giving education, in the President's words, 'a more prominent and visible role in the federal government' and making the federal government 'a strong and reliable partner of our state and local governments' in education."

The Carter proposals were presented at the White House, not at the Department of Health, Education, and Welfare; and the President was flanked by Vice-President Walter Mondale and prominent Congressional leaders as well as by HEW Secretary Joseph Califano.

Mondale, echoing the thoughts of many in the education community, recalled the struggles of more than a decade for the kinds of initiatives proposed by Carter. At last, he said, "Congress and the Administration are united in the effort to bring

nea reporter

Published eight times a year (September, October, November, December, January/ February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.**

Photo credits: page 1, **Joe Di Dio;** page 2, **Ray Crowell;** pages 3 and 4, **Joe Di Dio;** page 5, **Joe Di Dio** (top left), **Mike Lawsky** (middle right), **PBS** (bottom); page 6, **Yivo Institute for Jewish Research/Stroop Album;** page 7, **Time-Life, Inc. (Margaret Bourke-White);** page 8, **Joe Di Dio;** page 13, **Carolyn Salisbury;** page 14, **Michael G. Lydick;** page 15, **Joe Di Dio;** page 16, **Carolyn Salisbury;** page 17, **Joe Di Dio.**

NEA Board member Odetta Fujimori places Hawaiian lei around the President's neck during the White House meeting as William Potter, Board member from Alaska, looks on.

At Meeting with NEA Teacher-Leaders from Around the Nation, Carter Reaffirms His Support for Public Education and for a Separate Cabinet Department of Education

In February, several weeks before sending his special message on education to Congress, President Jimmy Carter met with members of NEA's Board of Directors at the White House.

Following are excerpts from the President's comments to the NEA leaders:

"There is an inherent partnership between those who serve in government at all levels and those who teach our students, both young and old.

"I am very delighted that the NEA chose to take an active role in politics . . . I felt at that moment that Fritz Mondale and I had formed an alliance or a friendship and a sense of mutual trust that would stand us in good stead as we deal with national problems.

"We do have a good program going. Our emphasis this year will be on basic educational quality and we are trying in a special way to make opportunities available for the high school graduates to go on to college.

"I have just increased the proposed allocation of funds for education which brings the increase in one year above 15 percent to about 20 percent.

"We want this trend to continue. . . .

"You are respected not only as individual teachers and administrators, but also because you have a position of leadership among your own peer group. I hope that you will be vigorous and forceful when you take on a project in helping to shape our country for the better. I trust your judgment. I have learned since I have been in Washington that sometimes the interest groups can be very selfish. But my own experience with you is that your motives are basically the same as mine.

"That is a compliment, I think, to me when I say it and a compliment to you. We have a group of good Members of Congress. I think their commitment to education is superb. . . .

"I would like to say in closing that I believe that we need and I believe that we will get a separate Department of Education. This is a matter that I considered very carefully before I promised your officers before the election that I would do.

Continued on page 5

education to the forefront of the nation's priorities."

Speaking of the Cabinet Department, Carter stressed that "education is far too important a matter to be scattered piecemeal among various government departments and agencies which are often busy with other sometimes dominant concerns. We must pull our education programs together if we are to assure them of the full attention they deserve."

In his longer message to Congress, Carter reiterated in more detail his goals for the Cabinet Department—to: "let us focus on federal educational policy, at the highest levels of our government; permit closer coordination of federal education programs and other related activities; reduce federal regulations and reporting requirements and cut duplication; and assist school districts, teachers, and parents to make better use of local resources and ingenuity."

Concluded Carter: "A separate Cabinet-level Department will enable the federal government to be a true partner with state, local, and private education institutions in sustaining and improving the quality of our education system."

Carter made no direct reference to the opposition to the Department that has come from some elements within the Administration but did specifically say he had "instructed the Office of Management and Budget and the Department of Health, Education, and Welfare to work with Congress on legislation needed" to create the Department.

Carter's proposals for increased education funding

(*Continued on next page*)

NEA leaders gather around the President. Front row from left: Marion Murphy, Board member from the District of Columbia; Min Koblitz, Board member from New York; and Lydia Foster, Board member from Texas. Back row from left: Philip Kaldahl, Board member from Nebraska; Stephen Edwards, Jr., president of the California Teachers Association; and Jackie Rollins, Board member from Overseas.

(Continued from preceding page)

boost his total request for HEW's education division for fiscal 1979 to $12.9 billion—an increase of 24 percent over this year's spending and a total increase of 46 percent in these last two fiscal years.

The increases are primarily slated for targeting more aid to school districts with high concentrations of disadvantaged children and for expanding current grant and loan programs to provide help to middle-income families hit by rising college costs by making some 2 million more students eligible for aid.

Carter's proposed extension of the Elementary and Secondary Education Act would also place renewed emphasis on assuring students' mastery of basic skills.

Other elements in the President's proposals would: create a new matching grant program to encourage states to implement their own compensatory education programs; give the HEW Secretary more flexibility to target emergency school assistance for desegregation to where there is the most need—especially to address problems in northern school districts before they come to a head if possible; encourage stronger ties between schools and the family and the workplace; and strengthen bilingual education programs with emphasis on teaching English as a "primary and overriding goal" but permitting flexibility for "culturally sensitive approaches," plus providing more money for teacher training in bilingual education.

Carter also called for a renewed effort to end sex discrimination in education by making the Women's Educational Act an independent authority and expanding its role in assisting local school districts.

NEA President Ryor noted that NEA sees a need for adjustments beyond Carter's proposals in some areas—such as keeping the impact aid program intact and even more substantial increases in aid to the disadvantaged—but added, "These points can be dealt with in the cooperative working relationship that now exists among Congress, the White House, and teachers."

Aid to private schools is mentioned in the Carter message, but there are no major new initiatives in this area. What the President basically called for was a continuation of the current system under which federal funds can go to provide services to private school students but not to the private school itself—referred to as the "child-benefit" theory. Title I, for example, has always required that disadvantaged children in private schools receive services provided to public school children with similar needs, and Carter's major point is that these provisions should be more effectively carried out.

His philosophy, as stated in the message to Congress, is that federal education funds are primarily directed to "the needs of public school children who are disadvantaged, or handicapped, or bilingual, or who have some other form of special need. We do not provide general support for public schools and it would be unfair to extend such support . . . to private schools." Further, he said, agreeing with NEA, there is "grave doubt" that general aid to private schools could pass constitutional muster.

President Carter shakes hands with Russell E. Stewart, president of the Public School Teachers Association of Baltimore. Also in the picture are Michael Epler, president of the New Castle County (Delaware) Education Association, and (with glasses) Walter Young, Jr., president of the Delaware State Education Association.

Continued from page 3

"Since I have been in the White House, I have had the need for this separate Department impressed even more vividly on my mind. When I was Governor for four years, I would guess at least 20 or 25 percent of my time was spent in dealing with issues directly related to public education at the elementary, secondary, preschool, or college level. This is a subject that rarely arises at a Cabinet meeting of your government in Washington.

"The only time it does arise is when there is a legal question involving civil rights or the allocation of funds. And I would say that the Attorney General really has more of a problem to bring to the Cabinet meeting than does the Secretary of HEW. Joe Califano is a superb man. He is dedicated to a finer education in our country. But the point is that as long as the educational function is buried within a large department with welfare and health, I don't think that education will ever get the visibility that it deserves.

"So my own experience, where maybe two or three percent of my time as President, even among domestic issues, is devoted to education, compared to ten times that much as Governor, shows me it doesn't have the visibility and importance that it warrants in our democratic and free society."

With NEA DuShane Fund Support

Georgia Black Educators Reinstated, Houston White District Halted

Two Southern court cases financed by NEA's DuShane Emergency Fund have affirmed the rights of minority educators and students.

Some 40 black educators who lost their jobs in Washington County, Georgia, between August 1969 and June 1976 now have the right to reinstatement as well as back pay and damages.

The class action suit charged the Washington County Board of Education with racial discrimination in the involuntary termination of teachers, counselors, administrators, and principals when dual school systems were eliminated and staff reductions were required.

"The remedies involved in this decree are the most far-reaching of any discrimination suit the NEA has filed in some time," said Jim Williams, NEA Southeast associate director. "The substantial awards for back pay and attorneys' fees should demonstrate that it is very costly for a school system to discriminate on the basis of race."

Meanwhile, in Texas, the Westheimer Independent School District was restrained by an injunction decree from separating from the Houston Independent School District and creating a "white break-away" district.

The opinion of the federal court judge, after intervention by the Houston Teachers Association, held that deannexation of the Westheimer Independent School District would hinder desegregation of the Houston school system and would be detrimental to black and Mexican American students.

Three of the plaintiffs in the Georgia discrimination case gather with attorneys and an NEA representative. Standing (left to right) are plaintiff Grant E. Cooper, attorney David Aufdenspring, and attorney Frank May Hull. Sitting (left to right) are plaintiff Eloise C. Turner, NEA associate director Jim Williams, and plaintiff Clemmon Hodges.

Gordon, Laurie, John, Ginny, and Hollis are the engaging cast of "Feeling Free," an NEA-recommended series starting April 14 on PBS. The series is seen as constructive preparation for the assignment of handicapped children to the public schools under PL 94-142, the Education for All Handicapped Children Act. Two teacher-advisors, Sam and Jeanne Kafrissen of Massachusetts, worked with PBS on the six-week series.

NEA-Recommended

'HOLOCAUST'

Drama Highlights Unprecedented Historical Crime

Last year in record-breaking numbers the nation was glued to its television sets watching the powerful NEA-recommended "Roots" drama about slavery unfold. This year in mid-April, "Holocaust," another impressive epic drama recommended for viewing by NEA, touches similar intellectual and emotional nerves to highlight a crime without precedent in history.

"Holocaust," NBC-TV's ambitious undertaking filmed entirely on location in Europe with an award-winning international cast, covers the decade between 1935 and 1945—a time when the Nazis systematically debased and murdered six million Jewish men, women, and children— some one-third of world Jewry, the equivalent of destroying the entire population of one of the largest cities in the United States.

The nine-and-a-half-hour series will be aired on four consecutive nights on NBC-TV. The first three hours are set for 8-11 p.m., Sunday, April 16, with the remaining parts to be broadcast Monday (8-11 p.m.), Tuesday (9-11 p.m.), and Wednesday (8:30-11 p.m.). All times are eastern.

Based on actual records, "Holocaust" is an original story and screenplay written by novelist Gerald ("The Last Angry Man") Green, whose book *Holocaust* will be published by Bantam Books to coincide with the telecast. The drama's director Marvin Chomsky also directed six hours of "Roots."

NEA Executive Director Terry Herndon participated with leading religious leaders and educators on a related NBC-sponsored symposium in New York City March 13 on "Man's Inhumanity to Man."

"Holocaust" is the saga of a gentle and compassionate Jewish physician, Dr. Josef Weiss, and his family, all of whom are, in different ways, buffeted by Nazi fury. Paralleling this story is one of Dr. Weiss' patients, an ambitious young German lawyer Erik Dorf and his even more ambitious wife who prods Dorf into joining the SS and becoming an aide to the chief planner of the annihilation of the Jews.

Dr. Weiss' medical practice and equipment are confiscated by a German doctor, and he is deported in 1938 from Berlin to Poland where he tries to alleviate the agony of the Jews in the Warsaw ghetto and during Kristallnacht (Night of Broken Glass) when Jewish places are destroyed. Weiss' wife Berta devotes herself to working with half-starved ghetto children who smuggle food through ghetto sewers. Their own children are scattered elsewhere, with only one ultimately surviving.

As news spreads of Adolph Hitler's final solution of the Jews through mass massacres, mobile killing squads, and concentration camp atrocities in crematoriums and gas chambers, Weiss and his wife are sent to Auschwitz concentration camp when the SS discovers he has delayed the deportation of some Warsaw ghetto Jews to alleged "family camps in Russia."

Eventually the defeat of the German armies becomes obvious even to Himmler, who issues orders to dismantle the camps and obliterate all signs of the Nazi extermination processes. The cover up is carried out as cold bloodedly as were the original plans for the final solution.

At the end of the war, Dorf pleads with unbelieving Americans, "I was merely a courier, a transmitter of orders."

The one surviving member of the Weiss family, son Rudi, 16, winds up the nine-hour film series accepting an assignment to sneak eight Jewish orphans with no place to live past the British blockade into Palestine.

The fictional Weiss family and the other characters who touch and affect their lives are developed with sensitivity and psychological impact. The film story conveys the grim reality of the Holocaust that no amount of statistics and facts on paper could approximate. With a detailed overview of the atmosphere of the times, the film shows how the Holocaust was conceived and rationalized and the mentality of the men responsible for its mass murders and very orderly scientific departments of research, improvement, administrative services, and archives which backed the final solution.

" 'Holocaust' is an example of television at its best," observes NEA President John Ryor. "In an era when we educators often criticize television for its pap, a program like 'Holocaust' fortunately comes along to illustrate the impact quality television can make as a dramatic educational vehicle for the nation. The NEA gives such quality television programing its full support."

Single copies of teaching materials to accompany this TV film or provide further Holocaust instruction can be obtained free on a first come basis by requesting "The Record: The Holocaust in History" from program division, Anti-Defamation League, B'Nai B'Rith, 315 Lexington Avenue, New York, NY 10016. The program is also covered in the spring 1978 *Teachers Guide to Television*, 699 Madison Avenue, New York, NY 10021 ($4 subscription for two issues a year).

Teaching About The Holocaust in High School

By Rozanne Weissman, *NEA Reporter* Contributing Editor

An NEA member in Massachusetts has developed a multi-disciplinary unit, "Society on Trial: A Study of the Nazi Holocaust," a model now being field tested in schools around the country.

"It's a unit which students find of interest and remember years later," reports Jack Spencer, social studies supervisor and initiator of the unit five years ago at Monument Mountain Regional High School in Great Barrington, an unlikely spot for the roots of such an intensive course. Located in the Berkshire Hills of western Massachusetts, the modern single-level school in a working middle-class community has some 800 students, only 10 of whom are Jewish.

"The Holocaust has implications well beyond the Jewish experience," maintains Spencer. "As a microcosm of history, it is an ideal ninth grade unit to teach such concepts as scapegoating, power, persecution, and prejudice throughout history from 15th century Spain to 20th century South Africa."

An inquiry into human nature and the human potential for extremes of both good and evil, Spencer's course aims to demonstrate that the set of circumstances which brought about the exterminations had happened earlier in history to a lesser extent and could happen again.

Spencer began his project as a three-week section on Nazi history, but he was dissatisfied with its limitations. Wanting to expand the unit to seven to nine weeks, Spencer approached the National Conference of Christians and Jews for a $2,145 grant, obtained approval from the administration and school committee, worked with social studies teachers to develop a textbook and teachers' guide, and received later help from the B'Nai B'Rith Anti-Defamation League.

The biggest challenge teachers faced: how to develop this unit so that ninth graders can analyze, interpret, and eventually relate this material to their own lives and sensitivities. Artwork, poems, and written materials by young people during the Nazi era, such as *Anne Frank: Diary of a Young Girl* or *Friedrich* and *I Was There* by Hans Peter Richter—which Spencer recommends in Dell paperback for student reading prior to the "Holocaust" TV film—are used. Half the course materials are outside the Holocaust experience; for example, Susan Gregory's *Hey, White Girl,* about the only white girl in a school.

The course begins with a gripping classic film, "Night and Fog," by foremost French film director Alain Resnais who took his cameras to the now barren major concentration camps of the Nazi era and superimposes historical footage. The expanded unit was so well received that those students above the freshman year and thus not included asked for a full-term elective course on the Holocaust.

Audiovisual and printed materials cover events and attitudes before and during the Third Reich which culminated in the Holocaust. Class activities include a mock trial based on the Nuremberg Tribunal as a prelude to a discussion of law and morality.

The NEA-affiliated New Jersey Education Association is cooperating with the Anti-Defamation League in field testing a shorter, two-to-four-week, version of this unit incorporated into 32 various junior and senior high history and social studies courses in Vineland and Teaneck schools.

NEA Tells Congress:

Tuition Tax Credits Unfair, Unsound

WASHINGTON, D.C.—NEA has made it clear to both houses of Congress that it believes that tuition tax credits, deferrals, and other schemes to use the tax code to provide education expenses are unsound constitutionally and poor public policy.

In February, NEA President John Ryor told the House Ways and Means Committee that such proposals are not only "a raid on the Treasury" but they also favor upper income persons over less affluent citizens.

"There can be no doubt that the nation faces serious problems in our education system and in our taxation structure," Ryor said in testimony before the committee. "But attempts, such as the tuition tax credit, deduction, or deferred proposals, to solve the problems of both by treating them as a single, intertwined issue, fail to meet the legitimate needs of either."

Ryor reiterated his concern several weeks later when the Senate Finance Committee approved an action that would provide a $250 tax savings for the next two years and up to $500 of college, vocational, private, and parochial school tuition after August 1, 1980.

He also pointed out that a tax subsidy for children in nonpublic schools violates the separation of church and state principle. "If the federal government cannot pay its share to support public education, it clearly should not contemplate paying for a duplicative, nonpublic system." He noted that the federal share of the total cost of public education today is only eight percent.

In higher education, the tax code proposals "would not provide efficiently the type of legitimate assistance . . . needed to strengthen and improve" educational programs, while at the lower education levels "they are clearly unconstitutional," Ryor said.

"They would, in religion-affiliated schools, either advance secular goals or result in excessive entanglement," he testified. In certain other types of nonpublic schools they could "serve to thwart national goals of desegregation," Ryor added.

The NEA spokesman said that an estimated $4.7 billion would be lost through a $500 tax credit to lighten expenses for public and private elementary, secondary, and post-secondary education. For a $250 tax credit, the loss would be $1.7 billion.

The tax credit and deferral proposals for children in nonpublic education from kindergarten to the twelfth grade would benefit the parents of some 5.6 million nonpublic school students. In contrast, the parents of nearly 44 million public school students would receive no benefit, he said.

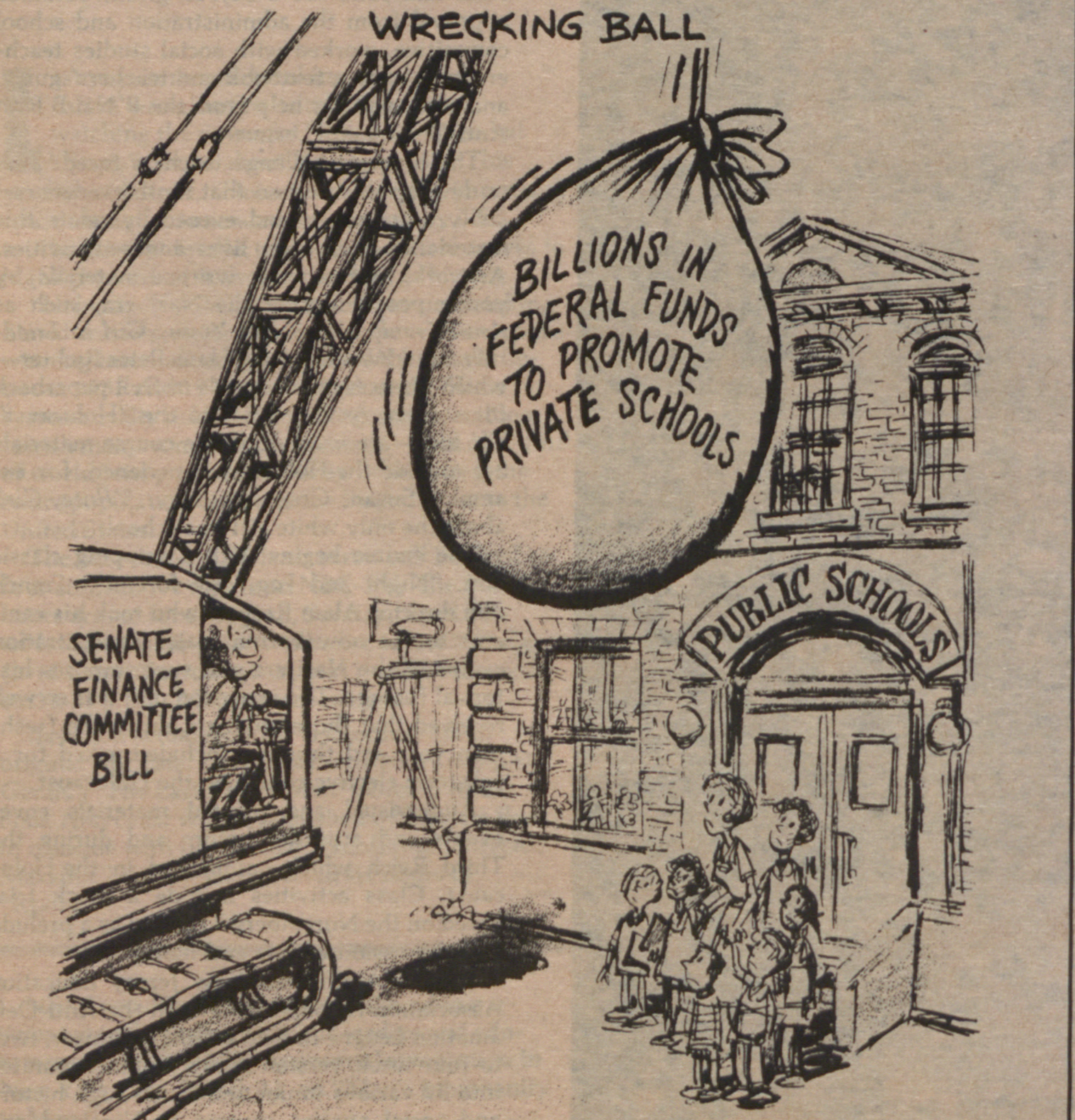
If the proposed benefits are made available in higher education as well—where much of the emphasis on tax breaks for college expenses has been heard—only 27 percent of the total student population would benefit.

"If the federal government cannot pay its share to support public education, it clearly should not contemplate paying for a duplicative nonpublic system."

NEA President John Ryor (left) talks with Rep. Al Ullman (D-Oreg.), chairman of the House Ways and Means Committee, prior to giving NEA's testimony on education tax-code proposals. Ryor told the committee that such proposals are unfair to Americans and unsound constitutionally.

Carter Might Veto Tuition Tax Bill

In his special message on education, President Jimmy Carter strongly implied that he would veto a tax credit scheme. "We cannot afford—and I will not accept—both a tuition tax credit and the increased student aid I have proposed," Carter said. The President agrees with NEA that the hard-pressed middle class needs help in meeting college costs, but he opposes entanglement of the tax code in this effort.



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Unmarried Pregnant Teacher Awarded Back Pay in Appeals Court

ST. LOUIS, MO.—A former junior high school teacher in Omaha, Nebraska, who was fired mid-contract after she became pregnant, has won the balance of her salary under the one-year contract, plus attorney's fees. NEA's DuShane Emergency Fund financed the suit in part.

The U.S. Court of Appeals for the Eighth Circuit indicated that she had not received an adequate opportunity for a pre-termination hearing because she was not informed at the time of her dismissal in 1973 that it was her responsibility to request a hearing.

The court held that the post-termination hearing held two years later failed to fulfill the teacher's rights of due process. The delay precluded any possibility of reaching a compromise solution less harsh than dismissal that would have protected her rights, such as a maternity leave or a nonteaching assignment.

national education association

PROPOSED AMENDMENTS TO THE CONSTITUTION, BYLAWS, AND STANDING RULES

April 1978

Submitted for Vote by the 1978 Representative Assembly during the NEA Annual Meeting, July 1-6, 1978, Dallas, Texas

This issue of *Proposed Amendments to the Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with the provisions of Article IX of the Constitution and no later than 120 days preceding the Annual Meeting.

(Deletions are in brackets; additions are underscored.)

AMENDMENTS NUMBERS 1-6 REQUIRE A TWO-THIRDS (2/3) VOTE FOR ADOPTION.

AMENDMENT NUMBER 1

(Requires a 2/3 vote)

Title: A. TO DELETE THE FOLLOWING PROVISIONS:

1. THAT ALLOCATION OF DELEGATE CREDENTIALS TO STATE AFFILIATES SHALL BE BASED ON THE RATIO OF 1 : 1,000 ACTIVE MEMBERS WITHIN THE STATE,

2. THAT NO STATE SHALL RECEIVE FEWER THAN FIFTEEN (15) DELEGATE CREDENTIALS,

3. THAT ALLOCATION OF DELEGATE CREDENTIALS TO LOCAL AFFILIATES, INCLUDING CLUSTERED LOCALS, SHALL BE BASED ON THE RATIO OF 1 : 150 ACTIVE ASSOCIATION MEMBERS OR MAJOR FRACTION THEREOF;

B. TO SUBSTITUTE FOR THE ABOVE THE FOLLOWING PROVISIONS:

1. THAT THE ALLOCATION OF DELEGATES TO STATE AND LOCAL AFFILIATES FOR REPRESENTATION TO THE REPRESENTATIVE ASSEMBLY SHALL BE 10,000,

2. THAT EACH AFFILIATED STATE, COMMONWEALTH ASSOCIATION, THE OVERSEAS EDUCATION ASSOCIATION, AND THE DISTRICT OF COLUMBIA, INCLUDING AFFILIATED LOCAL ASSOCIATIONS, SHALL BE ALLOCATED DELEGATE CREDENTIALS IN THE SAME PROPORTION TO 10,000 THAT ITS MEMBERSHIP IS TO THE TOTAL NEA MEMBERSHIP,

3. THAT EACH STATE AFFILIATE SHALL BE ALLOCATED A NUMBER OF STATE DELEGATES EQUAL TO TWENTY (20) PERCENT OF THE TOTAL NUMBER OF DELEGATES ALLOCATED TO THE STATE,

4. THAT LOCAL AFFILIATES WITHIN EACH AFFILIATED STATE SHALL BE ALLOCATED A NUMBER OF LOCAL DELEGATES EQUAL TO EIGHTY (80) PERCENT OF THE TOTAL NUMBER OF DELEGATES ALLOCATED TO THE STATE IN DIRECT PROPORTION TO THE NUMBER OF NEA ACTIVE MEMBERS IN SAID LOCALS,

5. THAT SMALL LOCALS WITHIN A STATE THAT JOIN TOGETHER FOR MEMBERSHIP UNITS FOR THE PURPOSE OF REPRESENTATION SHALL RECEIVE A PROPORTIONATE NUMBER OF THE CREDENTIALS ALLOCATED TO LOCAL ASSOCIATIONS.

Article III. Representative Assembly
Section 2. Size.

The allocation of delegates to the Representative Assembly shall be maintained at 10,000 in number. Each affiliated state, commonwealth association, the Overseas Education Association, and the District of Columbia, including affiliated local associations, shall be allocated delegate credentials in the same proportion to 10,000 that its NEA membership is to the total NEA membership.

Section [2.] 3. Allocation of Delegates

a. [Allocation of delegate credentials to state affiliates shall be based on the ratio of 1:1,000 Active members within the state. No state shall receive fewer than fifteen (15) delegate credentials. Other delegate credentials shall be allocated as provided in the Bylaws.] Each state affiliate shall be allocated a number of state delegates equal to twenty (20) percent of the total number of delegates allocated to the state.

b. [Allocation of delegate credentials to local affiliates shall be based on the ratio of 1:150 Active Association members or major fraction thereof. Local affiliates within a state may similarly join together to form membership units for the purpose of representation. Allocation of delegate credentials for such clustered local affiliates shall be based on the ratio of 1: 150 Active Association members or major fraction thereof.] Local affiliates within each affiliated state shall be allocated a number of local delegates equal to eighty (80) percent of the total number of delegates allocated to the state. Local delegate and successor delegate credentials shall be allocated to local associations within each state in direct proportion to the number of NEA Active members within each local. Included in the local allocation shall be a proportionate number of credentials to enable those small locals within a state to join together for membership units for the purpose of representation.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Bernard J. Freitag, Pennsylvania

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

MR. BERNARD J. FREITAG, Pennsylvania, *Chairperson*
MS. GLORIA J. HARRISON, Louisiana
MR. DAVID J. McMAHON, Michigan
MR. HORACE MAYO, Minnesota
MR. GEORGE O. SOUTHWICK, Massachusetts
MR. PAUL TANAKA, Washington
Liaison, NEA Committee on Minority Affairs

Further information may be obtained from Mrs. Irma L. Kramer, Assistant to the Executive Director, NEA Executive Office, 1201 Sixteenth Street, N. W., Washington, DC 20036.

AMENDMENT NUMBER 2

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISIONS REQUIRING PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION ON NEA COMMITTEES, ON THE BOARD OF DIRECTORS, AND IN STATE AND LOCAL DELEGATIONS TO THE REPRESENTATIVE ASSEMBLY; AND TO ELIMINATE PROPORTIONAL REPRESENTATION BY EDUCATIONAL POSITION AS A STANDARD OF AFFILIATION FOR ALL-INCLUSIVE LOCAL AFFILIATES AND STATE AFFILIATES.

Article III. Representative Assembly
Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. [All committees shall comprise at least seventy-five (75) percent classroom teachers.] There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Article V. Board of Directors
Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

[a. At least one (1) director elected within each state shall be a classroom teacher and the total number of additional directors representing the members in each state affiliate shall be on the basis of proportional representation by educational position of NEA members.]

[b.] a. In the event that the first three (3) directors from a state or the Student NEA do not include at least one (1) ethnic-minority person, the fourth director shall be from an ethnic-minority group.

[c.] b. Members from ethnic minorities shall comprise at least twenty (20) percent of the Board. The Representative Assembly shall elect additional directors as appropriate to insure such ethnic-minority representation. Candidates for these positions shall be nominated by the ethnic-minority delegates at the Representative Assembly.

[d. Administrators shall be represented on the Board in proportion to their membership in the Association. If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

[e. Classroom teachers in higher education shall be represented on the Board in proportion to their membership in the Association. If the percentage of classroom teachers in higher education elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are classroom teachers in higher education.]

[f. Student NEA representation on the Board of Directors shall not be computed in determining the representation entitlements of administrators or classroom teachers in higher education.]

Bylaw 2. Membership
2-3. Rights and Limitations.

b. The right to vote and to hold elective office or appointive position shall be limited to Active members [except as otherwise provided].

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes. [Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position.] A delegate elected to represent an affiliate shall be a member of that affiliate.

3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two consecutive meetings shall constitute resignation. [A member shall vacate the seat held if a change in the member's educational position shall violate the Constitutional requirement for at least seventy-five (75) percent classroom teacher committee membership.] Each vacancy on a Standing Committee shall be filled for the remainder of the term.

Bylaw 8. Affiliates and Special Interest Groups
8-7. Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership[. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members];

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall guarantee ethnic-minority representation at least proportionate to its ethnic-minority membership[. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its classroom teacher members and its administrator members];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Mary Hatwood Futrell, Virginia

AMENDMENT NUMBER 3

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISIONS THAT CANDIDATES FOR PRESIDENT, VICE-PRESIDENT, SECRETARY - TREASURER, BOARD OF DIRECTORS, OR EXECUTIVE COMMITTEE SHALL HAVE BEEN ACTIVE MEMBERS FOR AT LEAST FIVE (5) YEARS PRECEDING THE ELECTION AND TO ADD PROVISIONS THAT MEMBERS OF THE BOARD OF DIRECTORS AND EXECUTIVE COMMITTEE SHALL MAINTAIN ACTIVE MEMBERSHIP IN THE ASSOCIATION.

Article IV. Executive Officers
Section 2. Qualifications for Executive Officers.

All candidates for the office of President, Vice-President, and Secretary-Treasurer shall [have been] be Active members of the Association [for at least five (5) years immediately preceding the election]. All executive officers shall maintain Active membership in the Association.

Article V. Board of Directors
Section 2. Terms of Office.

c. All candidates for NEA state director shall [have been] be Active members of the Association [for at least five (5) years immediately preceding the election]. Members of the Board of Directors shall maintain Active membership in the Association.

Article VI. Executive Committee
Section 2. Qualifications and Terms of Office.

b. All candidates shall [have been] be Active members of the Association [for at least five (5) years immediately preceding the elections]. Members of the Executive Committee shall maintain Active membership in the Association.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Hank Harrison, Alaska

AMENDMENT NUMBER 4

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers
Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. [An executive officer shall serve no more than two (2) terms in the office to which elected.]

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least two state delegations)

Contact Persons: Ronald DiOrio, Rhode Island, and Catherine R. Sullivan, Maine

AMENDMENT NUMBER 5

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN FOUR (4) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers
Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] four (4) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.c. (by petition of at least two state delegations)

Contact Persons: Donna Cobb, Oklahoma, and Joyce Woodhouse, Nevada

AMENDMENT NUMBER 6

(Requires a 2/3 vote)

Title: TO DELETE THE PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN TWO (2) TERMS AND TO ADD A PROVISION THAT AN EXECUTIVE OFFICER SHALL SERVE NO MORE THAN FIVE (5) TERMS IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers
Section 3. Elections, Terms, and Salaries.

c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] five (5) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Joanna Hock, Indiana

AMENDMENTS NUMBERS 7-15 REQUIRE A MAJORITY VOTE FOR ADOPTION.

AMENDMENT NUMBER 7

(Requires a majority vote)

Title: TO REDUCE THE NUMBER OF CLASSES OF MEMBERSHIP FROM SEVEN (7) TO FIVE (5) AND TO DELETE THE PROVISIONS AUTHORIZING PARAPROFESSIONAL AND EDUCATIONAL SECRETARY MEMBERSHIP.

Bylaw 2. Membership
2-1. Classes.

a. There shall be [seven (7)] five (5) classes of membership in the Association: Active, Staff, [Paraprofessional, Educational Secretary,] Student, Retired, and Associate.

d. [Paraprofessional membership shall be open to any person who works directly with educators in discharging their professional duties.]

e. [Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]

(Reletter subsequent sections.)

2-7. Membership Dues.

d. Dues of Staff [, Paraprofessional, Educational Secretary,] and Associate members shall be one-half (1/2) the dues of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Steve Edwards, California

AMENDMENT NUMBER 7 A

(Requires a majority vote)

Title: TO DELETE THE PROVISIONS ESTABLISHING SEPARATE CLASSES OF MEMBERSHIP FOR PARAPROFESSIONALS AND EDUCATIONAL SECRETARIES; TO ADD A PROVISION ESTABLISHING TWO CATEGORIES OF ACTIVE MEMBERSHIP, ACTIVE PROFESSIONAL AND ACTIVE SUPPORT; AND TO ADD A PROVISION THAT ACTIVE SUPPORT MEMBERSHIP SHALL BE OPEN TO ANY PERSON ENGAGED IN AN EDUCATIONAL SUPPORT POSITION IN A STATE WHERE SUCH PERSON IS ELIGIBLE FOR ACTIVE MEMBERSHIP IN THE STATE AFFILIATE.

Bylaw 2. Membership
2-1. Classes.

a. There shall be [seven (7)] five (5) classes of membership in the Association: Active, Staff, [Paraprofessional, Educational Secretary,] Student, Retired, and Associate.

b. [Active membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active members shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment. Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible.]

Active membership shall be limited to persons who support the principles and goals of the Association, who maintain membership in the local and state affiliates where eligible, and who meet the requirements of either of the following categories: Active Professional and Active Support.

(1) Active Professional membership shall be open to any person who is engaged in or who is on a limited leave of absence from professional educational work or who is serving as an executive officer of the Association. Active Professional members shall hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificates required by their employment.

(2) Active Support membership shall be open to any person who is engaged in an educational support position in a state where such person is eligible for Active membership in that state affiliate. This category shall include but not be limited to persons employed as teaching assistants, teacher aides, classroom monitors, secretaries, and office clerks and persons employed in food service, custodial, maintenance, and transportation positions.

c. No change

d. [Paraprofessional member-

ship shall be open to any person who works directly with educators in discharging their professional duties.]

e. [Educational Secretary membership shall be open to any office employee in an educational institution, agency, or organization.]

(Reletter subsections f through i as d through g.)

2-7. Membership Dues.

d. Dues of Staff [, Paraprofessional, Educational Secretary,] and Associate members shall be one-half (1/2) the dues of Active members.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Marjorie D. Carter, New York, and Mary J. Gilmore, Massachusetts

AMENDMENT NUMBER 8

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ANY PERSON JOINING AS AN ACTIVE MEMBER SHALL PAY DUES COMMENSURATE WITH THE REMAINING PORTION OF THE MEMBERSHIP YEAR ONLY IN THE FIRST YEAR OF ELIGIBILITY.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be twenty-five dollars ($25) for the 1975-76 fiscal year, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year. [Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.] Any person joining as an Active member during the first year of eligibility shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Ronald G. Williams, Vermont

AMENDMENT NUMBER 8 A

(Requires a majority vote)

Title: TO ESTABLISH DUES OF ACTIVE MEMBERS AT $40 YEARLY COMMENCING WITH THE 1979-80 FISCAL YEAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and forty dollars ($40) yearly commencing with the 1979-80 fiscal year. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Bernard J. Freitag, Pennsylvania

AMENDMENT NUMBER 8 B

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS AT $45 YEARLY COMMENCING WITH THE 1979-80 FISCAL YEAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and forty-five dollars ($45) yearly commencing with the 1979-80 fiscal year. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Roxanne E. Bradshaw, Colorado

AMENDMENT NUMBER 8 C

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS AT $50 YEARLY COMMENCING WITH THE 1979-80 FISCAL YEAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and fifty dollars ($50) yearly commencing with the 1979-80 fiscal year. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: William H. Potter, Alaska

AMENDMENT NUMBER 8 D

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, EFFECTIVE WITH THE 1978-79 FISCAL YEAR, AT AN AMOUNT COMPUTED BY MULTIPLYING .00249 TIMES THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS; SAID AMOUNT TO BE ROUNDED TO THE NEAREST DOLLAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year, thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year] an amount computed by multiplying .00249 times the national average annual salary of all classroom teachers in the public elementary and secondary schools, which amount shall be rounded to the nearest dollar and which would be officially established each year by the Board of Directors at its regularly scheduled February meeting. The computation shall be based on salary data for the most recent year determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Harlan Bauermeister, Minnesota

AMENDMENT NUMBER 8 E

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, EFFECTIVE WITH THE 1979-80 FISCAL YEAR, AT AN AMOUNT COMPUTED BY MULTIPLYING .00331 TIMES THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS; SAID AMOUNT TO BE ROUNDED TO THE NEAREST DOLLAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, and thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year. Effective with the 1979-80 fiscal year, the dues of Active members shall be an amount computed by multiplying .00331 times the national average annual salary of all classroom teachers in the public elementary and secondary schools, which amount shall be rounded to the nearest dollar and which would be officially established each year by the Board of Directors at its regularly scheduled February meeting. The computation shall be based on salary data for the most recent year determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Donald E. Nall, Kentucky

AMENDMENT NUMBER 8 F

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS AT $45 YEARLY FOR 1979-80 AND 1980-81, AND TO ESTABLISH THE DUES OF ACTIVE MEMBERS, EFFECTIVE WITH THE 1981-82 FISCAL YEAR, AT AN AMOUNT COMPUTED BY MULTIPLYING .003 TIMES THE NATIONAL AVERAGE SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS, SAID AMOUNT TO BE ROUNDED TO THE NEAREST DOLLAR.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and forty-five dollars ($45) yearly commencing with the 1979-80 fiscal year and continuing through the 1980-81 fiscal year. Effective with the 1981-82 fiscal year, the dues of Active members shall be an amount computed by multiplying .003 times the national average annual salary of all classroom teachers in the public elementary and secondary schools, which amount shall be rounded to the nearest dollar. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: Raymond W. Rossomando, Connecticut

AMENDMENT NUMBER 8 G

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS AT $40 COMMENCING WITH THE 1979-80 FISCAL YEAR; AND TO ADD A PROVISION THAT THE GENERAL FUND SHALL PROVIDE FOR GRANTS IN SPECIFIC AMOUNTS FOR UNISERV UNITS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be forty dollars ($40). Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Bylaw 11. General Finance
11-3. General Fund.

d. The General Fund shall provide to each eligible UniServ unit a grant in the amount of $8,500 in the first year, $9,000 in the second year, $9,500 in the third year, and $10,000 in the fourth and each ensuing year. The Board of Directors may establish partial UniServ units eligible for prorated grants.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald DiOrio*, Rhode Island; and James E. Mills*, Colorado*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT NUMBER 8 H

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .0028 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR); AND TO ADD A PROVISION THAT THE GENERAL FUND SHALL PROVIDE FOR GRANTS IN SPECIFIC AMOUNTS FOR UNISERV UNITS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be computed by multiplying .0028 times the national average annual salary of all classroom teachers in the public elementary and secondary schools, which amount shall be rounded to the nearest dollar. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Bylaw 11. General Finance
11-3. General Fund.

d. The General Fund shall provide to each eligible UniServ unit a grant in the amount of $8,500 in the first year, $9,000 in the second year, $9,500 in the third year, and $10,000 in the fourth and each ensuing year. The Board of Directors may establish partial UniServ units eligible for prorated grants.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

AMENDMENT NUMBER 8 I

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS AN ADDITIONAL $8 TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION THAT THE GENERAL FUND SHALL PROVIDE FOR GRANTS IN SPECIFIC AMOUNTS FOR UNISERV UNITS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus eight dollars ($8) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Bylaw 11. General Finance
11-3. General Fund.

d. The General Fund shall provide to each eligible UniServ unit a grant in the amount of $8,500 in the first year, $9,000 in the second year, $9,500 in the third year, and $10,000 in the fourth and each ensuing year. The Board of Directors may establish partial UniServ units eligible for prorated grants.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

AMENDMENT NUMBER 8 J

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR); THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

*Contact Persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT NUMBER 9

(Requires a majority vote)

Title: TO ADD A PROVISION THAT PROPORTIONAL REPRESENTATION BY EDUCATION POSITION IN THE ALLOCATION OF DELEGATE CREDENTIALS TO ALL-INCLUSIVE STATE AND LOCAL AFFILIATES SHALL BE BASED ON THE COMBINED STATE AND LOCAL UNIT DELEGATIONS WITHIN THE STATES.

Bylaw 3. Representative Asembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. Such proportional representation shall be based on the combined state and local unit delegation. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Al Cranston, Wyoming

AMENDMENT NUMBER 9 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ALLOCATION OF DELEGATE CREDENTIALS TO STATE AND LOCAL AFFILIATES SHALL BE ON THE BASIS OF ACTIVE MEMBERSHIP IN THE STATE ASSOCIATIONS AND LOCAL ASSOCIATIONS, WHERE ELIGIBLE, AS WELL AS ACTIVE MEMBERSHIP IN THE ASSOCIATION.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association, state associations, and local associations, where eligible, as of January 15 of the calendar year in which the Representative Assembly convenes. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert Eddy, California

AMENDMENT NUMBER 10

(Requires a majority vote)

Title: TO CHANGE THE BASIS OF COMPUTING THE ETHNIC-MINORITY REQUIRMENT FOR DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM THE STATE'S ETHNIC-MINORITY POPULATION TO THE ETHNIC-MINORITY MEMBERSHIP WITHIN THE STATE.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority [populations within the state] membership within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. If a state affiliate or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliate or local affiliate delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Kenneth F. Werring, New Jersey

AMENDMENT NUMBER 11

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ALL-INCLUSIVE STATE AFFILIATES MAY PROVIDE THAT THE TOTAL STATE AND LOCAL UNIT DELEGATIONS TO THE REPRESENTATIVE ASSEMBLY MAY REFLECT THE PROPORTIONAL REPRESENTATION OF THEIR ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

h. In cooperation with their local affiliates, states which provide all-inclusive memberships may insure that whenever possible the total of the state and local unit delegations to the Representative Assembly may reflect the proportional representation of their administrator memberships.

(Reletter current subsection h as i.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Virginia Stacey, Texas

AMENDMENT NUMBER 12

(Requires a majority vote)

Title: TO ADD A PROVISION THAT STATE AFFILIATES SHALL ALLOCATE DELEGATE CREDENTIALS TO ADMINISTRATORS IN NUMBERS AT LEAST EQUAL TO THE PROPORTION OF THEIR IDENTIFIED ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

i. Allocation of administrative representation shall be at least equal to the proportion of identified administrative membership within the state.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Terry Gilbert, Idaho

AMENDMENT NUMBER 12 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT A STATE MAY ELECT AN ALTERNATE DIRECTOR TO SERVE IN PLACE OF A DIRECTOR WHO IS UNABLE TO ATTEND A MEETING OF THE BOARD OF DIRECTORS AND TO ESTABLISH THE CONDITIONS OF SERVICE OF SUCH ALTERNATE DIRECTOR

Bylaw 5. Board of Directors
5-6. Alternate Directors.

a. A state may elect an alternate director to serve in the place of a director who is unable to attend a meeting of the Board of Directors. The number of alternate directors need not equal the number of directors in a state, but in no event shall any alternate director be designated to substitute for more than one (1) director at a meeting. An alternate director must be elected in accordance with the requirements set for the election of NEA directors.

b. An alternate director shall be from the same category of members as the director who is replaced. Ethnic-minority directors may be replaced only by ethnic-minority alternate directors.

c. Alternate directors shall be certified to the NEA President in the same manner and at the same time as directors.

d. Prior to the opening of a Board meeting, the president of the state affiliate may request that the alternate director be seated by the Board of Directors if the director is to be absent from that meeting. Alternate directors shall have the right to vote and otherwise participate and shal[...]
rights and privileges [...]
tor replaced until th[...]
adjourned, except th[...]
not be elected to p[...]
by and from the Boa[...]

e. An alternate [...]
not be a delegate [...]
Representative Asse[...]
tue of his/her seatin[...]
nate director at any [...]
Board of Directors.

f. An alternate di[...]
rarily may fill a vaca[...]
fice of state directo[...]
ance with requireme[...]
in these Bylaws.

Submitted in accorda[...]
Constitution, Article [...]
1.a. (by petition of [...]
Active members fro[...]
states)

*Contact Person: Jo[...]
Delaware*

AMENDMENT NU[...]

(Requires a majo[...]

Title: TO ADD A PRO[...]
HIBITING THE CR[...]
DUAL AFFILIATES [...]
LOCAL, STATE, OR [...]
ISDICTIONAL BOU[...]
PROHIBITING THE [...]
OF A CITY ASSOCI[...]
SEPARATE STATE A[...]

**Bylaw 8. Affiliates an[...]
terest Groups**
8-20. Dual Affiliates.

The Association s[...]
ate dual affiliates wi[...]
boundaries of any lo[...]
other jurisdictional [...]
There shall be no affi[...]
city as a separate s[...]
tion or affiliate.

Submitted in accorda[...]
Constitution, Article [...]
1.b. (by petition of [...]
delegates)

*Contact Person: Pe[...]
Alabama*

AMENDMENT NU[...]

(Requires a majo[...]

Title: TO ADD A PRO[...]
THE ASSOCIATION [...]
TRACT TO FUND EA[...]
PROGRAM UNIT IN [...]
NOT TO EXCEED [...]
YEAR PLUS FUNDS [...]
ING AND ADMINISTR[...]

Bylaw 11. General Fin[...]
11-3. General Fund.

d. The Associatio[...]
tract to fund each [...]
gram unit not to exc[...]
per annum, plus fund[...]
and administration. [...]
Directors shall esta[...]
lines for the imple[...]
this program.

(Reletter current s[...]
as e.)

Submitted in accorda[...]
Constitution, Article [...]
1.a. (by petition of [...]
Active members from[...]
states)

*Contact Persons: F[...]
New Jersey, and Don[...]
zona*

AMENDMENT NU[...]

(Requires a major[...]

*The schedule o[...]
adopted by the 1973 [...]
tive Assembly along [...]
Constitution and Byla[...]
that Bylaw 11-3.c., O[...]
serve of the General [...]
become effective on [...]
1980. The following [...]
amendment to the [...]
transition would chan[...]
tive date of Bylaw 11-[...]*

Title: TO CHANGE [...]
TIVE DATE OF BYLA[...]
THE SCHEDULE OF [...]
TO THE CONSTITU[...]
BYLAWS.

**Bylaw 11-3.c.—Op[...]
serve of the General** [...]
be [effective on S[...]
1980] implemented o[...]
ing schedule:

Beginning with [...]
budget, the Repres[...]
sembly shall allocate [...]
$2 million per year to [...]
Fund Reserve. This [...]
shall continue from [...]
until such time as the [...]
General Fund Surplus [...]
Operating Reserve for [...]
is equal to five (5) pe[...]
following year's Ge[...]
budget.

Submitted in accorda[...]
Constitution, Article [...]
1.d. (by majority vote [...]
Board of Directors)

*Contact Person: John[...]
gal, Massachusetts*

AMENDMENT NU[...]

(Requires a major[...]

Title: TO ADD THAT [...]
TION OF ETHNIC [...]
SHALL SPECIFICALL[...]
"BASQUE."

Bylaw 12. Definitions
12-1. Definitions of Te[...]

d. Ethnic minority[...]
nority shall mean th[...]

ing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be computed by multiplying .0028 times the national average annual salary of all classroom teachers in the public elementary and secondary schools, which amount shall be rounded to the nearest dollar. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Bylaw 11. General Finance
11-3. General Fund.

d. The General Fund shall provide to each eligible UniServ unit a grant in the amount of $8,500 in the first year, $9,000 in the second year, $9,500 in the third year, and $10,000 in the fourth and each ensuing year. The Board of Directors may establish partial UniServ units eligible for prorated grants.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

AMENDMENT NUMBER 8 I

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS AN ADDITIONAL $8 TO BE ALLOCATED TO UNISERV GRANTS; AND TO ADD A PROVISION THAT THE GENERAL FUND SHALL PROVIDE FOR GRANTS IN SPECIFIC AMOUNTS FOR UNISERV UNITS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus eight dollars ($8) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Bylaw 11. General Finance
11-3. General Fund.

d. The General Fund shall provide to each eligible UniServ unit a grant in the amount of $8,500 in the first year, $9,000 in the second year, $9,500 in the third year, and $10,000 in the fourth and each ensuing year. The Board of Directors may establish partial UniServ units eligible for prorated grants.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

AMENDMENT NUMBER 8 J

(Requires a majority vote)

Title: TO ESTABLISH THE DUES OF ACTIVE MEMBERS, COMMENCING WITH THE 1979-80 FISCAL YEAR, AT .00225 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY SCHOOL CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR) PLUS .00055 OF THE NATIONAL AVERAGE ANNUAL SALARY OF ALL PUBLIC ELEMENTARY AND SECONDARY CLASSROOM TEACHERS (ROUNDED TO THE NEAREST DOLLAR); THE LATTER AMOUNT TO BE ALLOCATED TO UNISERV GRANTS.

Bylaw 2. Membership
2-7. Membership Dues.

a. Dues of Active members shall be [twenty-five dollars ($25) for the 1975-76 fiscal year,] thirty dollars ($30) yearly effective with the 1976-77 fiscal year, [and] thirty-five dollars ($35) yearly commencing with the 1978-79 fiscal year, and commencing with the 1979-80 fiscal year the dues amount shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Any person joining for the first time as an Active member shall be enrolled in full standing for the remainder of the membership year by paying the amount of annual dues which is commensurate with the remaining portion of the membership year.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Francis J. Moran, Pennsylvania; Ronald L. DiOrio*, Rhode Island; and James E. Mills*, Colorado*

*Contact Persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

AMENDMENT NUMBER 9

(Requires a majority vote)

Title: TO ADD A PROVISION THAT PROPORTIONAL REPRESENTATION BY EDUCATION POSITION IN THE ALLOCATION OF DELEGATE CREDENTIALS TO ALL-INCLUSIVE STATE AND LOCAL AFFILIATES SHALL BE BASED ON THE COMBINED STATE AND LOCAL UNIT DELEGATIONS WITHIN THE STATES.

Bylaw 3. Representative Asembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. Such proportional representation shall be based on the combined state and local unit delegation. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Al Cranston, Wyoming

AMENDMENT NUMBER 9 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ALLOCATION OF DELEGATE CREDENTIALS TO STATE AND LOCAL AFFILIATES SHALL BE ON THE BASIS OF ACTIVE MEMBERSHIP IN THE STATE ASSOCIATIONS AND LOCAL ASSOCIATIONS, WHERE ELIGIBLE, AS WELL AS ACTIVE MEMBERSHIP IN THE ASSOCIATION.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association, state associations, and local associations, where eligible, as of January 15 of the calendar year in which the Representative Assembly convenes. . . .

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Robert Eddy, California

AMENDMENT NUMBER 10

(Requires a majority vote)

Title: TO CHANGE THE BASIS OF COMPUTING THE ETHNIC-MINORITY REQUIRMENT FOR DELEGATES TO THE REPRESENTATIVE ASSEMBLY FROM THE STATE'S ETHNIC-MINORITY POPULATION TO THE ETHNIC-MINORITY MEMBERSHIP WITHIN THE STATE.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

g. Allocation of ethnic-minority representation shall be at least equal to the proportion of identified ethnic-minority [populations within the state] membership within the state. In cooperation with its local affiliates, each state affiliate shall insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. Local affiliates shall comply with such standards as may be established by the state affiliate to insure that whenever possible, the total state and local unit delegation to the Representative Assembly shall reflect these ethnic-minority [populations] memberships. If a state affiliate or a local affiliate fails to comply with this provision, the Representative Assembly may refuse to seat the respective state affiliate or local affiliate delegation.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Kenneth F. Werring, New Jersey

AMENDMENT NUMBER 11

(Requires a majority vote)

Title: TO ADD A PROVISION THAT ALL-INCLUSIVE STATE AFFILIATES MAY PROVIDE THAT THE TOTAL STATE AND LOCAL UNIT DELEGATIONS TO THE REPRESENTATIVE ASSEMBLY MAY REFLECT THE PROPORTIONAL REPRESENTATION OF THEIR ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

h. In cooperation with their local affiliates, states which provide all-inclusive memberships may insure that whenever possible the total of the state and local unit delegations to the Representative Assembly may reflect the proportional representation of their administrator memberships.

(Reletter current subsection h as i.)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Virginia Stacey, Texas

AMENDMENT NUMBER 12

(Requires a majority vote)

Title: TO ADD A PROVISION THAT STATE AFFILIATES SHALL ALLOCATE DELEGATE CREDENTIALS TO ADMINISTRATORS IN NUMBERS AT LEAST EQUAL TO THE PROPORTION OF THEIR IDENTIFIED ADMINISTRATOR MEMBERS.

Bylaw 3. Representative Assembly
3-1. Allocation of Delegates.

i. Allocation of administrative representation shall be at least equal to the proportion of identified administrative membership within the state.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Terry Gilbert, Idaho

AMENDMENT NUMBER 12 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT A STATE MAY ELECT AN ALTERNATE DIRECTOR TO SERVE IN PLACE OF A DIRECTOR WHO IS UNABLE TO ATTEND A MEETING OF THE BOARD OF DIRECTORS AND TO ESTABLISH THE CONDITIONS OF SERVICE OF SUCH ALTERNATE DIRECTOR

Bylaw 5. Board of Directors
5-6. Alternate Directors.

a. A state may elect an alternate director to serve in the place of a director who is unable to attend a meeting of the Board of Directors. The number of alternate directors need not equal the number of directors in a state, but in no event shall any alternate director be designated to substitute for more than one (1) director at a meeting. An alternate director must be elected in accordance with the requirements set for the election of NEA directors.

b. An alternate director shall be from the same category of members as the director who is replaced. Ethnic-minority directors may be replaced only by ethnic-minority alternate directors.

c. Alternate directors shall be certified to the NEA President in the same manner and at the same time as directors.

d. Prior to the opening of a Board meeting, the president of the state affiliate may request that the alternate director be seated by the Board of Directors if the director is to be absent from that meeting. Alternate directors shall have the right to vote and otherwise participate and shall assume all rights and privileges of the director replaced until the meeting is adjourned, except that they may not be elected to positions filled by and from the Board.

e. An alternate director shall not be a delegate to the NEA Representative Assembly by virtue of his/her seating as an alternate director at any meeting of the Board of Directors.

f. An alternate director temporarily may fill a vacancy in the office of state director in accordance with requirements set forth in these Bylaws.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Person: Joseph Gates, Delaware

AMENDMENT NUMBER 13

(Requires a majority vote)

Title: TO ADD A PROVISION PROHIBITING THE CREATION OF DUAL AFFILIATES WITHIN ANY LOCAL, STATE, OR OTHER JURISDICTIONAL BOUNDARY AND PROHIBITING THE AFFILIATION OF A CITY ASSOCIATION AS A SEPARATE STATE AFFILIATE.

Bylaw 8. Affiliates and Special Interest Groups
8-20. Dual Affiliates.

The Association shall not create dual affiliates within the legal boundaries of any local, state, or other jurisdictional boundaries. There shall be no affiliation of any city as a separate state association or affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Peggy Dotson, Alabama

AMENDMENT NUMBER 13 A

(Requires a majority vote)

Title: TO ADD A PROVISION THAT THE ASSOCIATION SHALL CONTRACT TO FUND EACH UNISERV PROGRAM UNIT IN AN AMOUNT NOT TO EXCEED $10,000 PER YEAR PLUS FUNDS FOR TRAINING AND ADMINISTRATION

Bylaw 11. General Finance
11-3. General Fund.

d. The Association shall contract to fund each UniServ program unit not to exceed $10,000 per annum, plus funds for training and administration. The Board of Directors shall establish guidelines for the implementation of this program.

(Reletter current subsection d as e.)

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active members from 2 or more states)

Contact Persons: Frank Totten, New Jersey, and Don Eklund, Arizona

AMENDMENT NUMBER 13 B

(Requires a majority vote)

The schedule of transition adopted by the 1973 Representative Assembly along with the new Constitution and Bylaws provided that Bylaw 11-3.c., Operating Reserve of the General Fund, would become effective on September 1, 1980. The following proposed amendment to the schedule of transition would change the effective date of Bylaw 11-3.c.

Title: TO CHANGE THE EFFECTIVE DATE OF BYLAW 11-3.c. IN THE SCHEDULE OF TRANSITION TO THE CONSTITUTION AND BYLAWS.

Bylaw 11-3.c.—Operating Reserve of the General Fund—shall be [effective on September 1, 1980] implemented on the following schedule:

Beginning with the 1978-79 budget, the Representative Assembly shall allocate no less than $2 million per year to the General Fund Reserve. This obligation shall continue from year to year until such time as the year ending General Fund Surplus provides an Operating Reserve for Cash which is equal to five (5) percent of the following year's General Fund budget.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the NEA Board of Directors)

Contact Person: John T. McGarigal, Massachusetts

AMENDMENT NUMBER 14

(Requires a majority vote)

Title: TO ADD THAT THE DEFINITION OF ETHNIC MINORITY SHALL SPECIFICALLY INCLUDE "BASQUE."

Bylaw 12. Definitions
12-1. Definitions of Terms.

d. Ethnic minority: Ethnic minority shall mean those persons designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include Black, Mexican-American (Chicano), other Spanish-speaking groups, Basque, Asian-American, and Indian.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Marian Conrad, Nevada

AMENDMENT NUMBER 15

(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN AFFILIATE MAY MODIFY *ROBERT'S RULES OF ORDER, NEWLY REVISED*, UNDER CERTAIN CONDITIONS

Bylaw 13. Parliamentary Authority
13-1. *Robert's Rules of Order, Newly Revised.*

The most recent edition of *Robert's Rules of Order, Newly Revised*, shall be the authority in all matters of procedure not otherwise specified in the Charter, the Constitution, these Bylaws, or the Standing Rules, subject to the exceptions authorized in Bylaw 13-2.

13-2. Modifications by Affiliates.

An affiliate may modify *Robert's Rules of Order, Newly Revised*, provided that such modification does not conflict with the Charter, the Constitution, these Bylaws, or the Standing Rules as interpreted by the Representative Assembly, Board of Directors, or Executive Committee.

Bylaw 3. Representative Assembly
[3-7. Parliamentary Procedure.

[The most recent edition of *Robert's Rules of Order, Newly Revised*, shall be the authority governing all matters of procedure not otherwise provided in the Charter, the Constitution, these Bylaws, or the Standing Rules.]

Submitted in accordance with the Constitution, Article IX, Section 1.e. (by the Committee on Constitution, Bylaws, and Rules)

Contact Person: Bernard J. Freitag, Pennsylvania

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT NUMBER 1

Rule 6. Order of Business and Debate

A. The adoption of the order of business of the Representative Assembly shall be the first item of business at the first business meeting of the Assembly. Action on resolutions shall precede consideration of new business items and discussion of proposed amendments to the Constitution and Bylaws, except for new business items submitted by the Board of Directors.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: John Sincaglia, New Jersey

STANDING RULE AMENDMENT NUMBER 1 A

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be presented to the [presiding officer] Committee on Constitution, Bylaws, and Rules (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the annual meeting, or (c) by a governance body of the NEA or a state or local affiliate [and shall be announced from the Chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available at the platform to the chairperson of each delegation by the beginning of the next business meeting. Such material] Submissions shall include a brief written rationale for each new business item. [New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be distributed at the first state delegation meeting.] New business items shall be submitted no later than thirty (30) days prior to the first business meeting of the Representative Assembly, except that the delegates to the Representative Assembly may, by majority vote, agree to consider an item of new business submitted after that date. Those items submitted before the thirty-day deadline shall be sent to the president and executive director as soon as possible, and copies shall be made available to the state delegations at the first business meeting of the Representative Assembly. Items submitted after the deadline shall be printed and distributed at the beginning of each meeting of the Representative Assembly. Such items shall be presented to the Representative Assembly by the Chair after the completion of consideration of those submitted prior to the thirty-day deadline. The presiding officer shall read by title each new business item and request a voice vote on the issue of consideration. A majority vote favoring consideration of an item shall open the new business item for debate. Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group; if submitted by petition of 50 delegates, it shall be accompanied by the name and state of the contact person.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Jerry Watkins, New Mexico

STANDING RULE AMENDMENT NUMBER 1 B

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair [prior to the close of the third] no later than the close of the first business meeting of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. . . .

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: E. Joseph Pessarelli, Kentucky

STANDING RULE AMENDMENT NUMBER 1 C

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the [third business meeting] second day of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: William H. Potter, Alaska

STANDING RULE AMENDMENT NUMBER 2

Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. [Such material shall include a brief written rationale for each new business item.] Each new business item must be accompanied by a brief written rationale, cost estimate, and NEA program bu[illegible]
fected. . . .

Submitted in acco[illegible]
Standing Rule 9.B.1.a[illegible]
of at least 25 delegate[illegible]

Contact Person: Nan[illegible]
Kentucky

STANDING [illegible] AMENDMENT NU[illegible]

Rule 6. Order of B[illegible]
Debate

(New section N.)

N. A five-member[illegible]
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(Reletter subsequen[illegible]

Submitted in acco[illegible]
Standing Rule 9.B.1.c.[illegible]
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Contact Person: E. [illegible]
sarelli, Kentucky

STANDING [illegible] AMENDMENT NU[illegible]

Rule 6. Order of B[illegible]
Debate

(New section N.)

N. A five-member[illegible]
shall be established t[illegible]
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committee shall co[illegible]
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Submitted in accor[illegible]
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of at least 25 delegate[illegible]

Contact Persons: B[illegible]
nessey★, Ohio; John [illegible]
Pennsylvania; Joanna [illegible]
ana; and Ruth Keelin[illegible]

★Contact persons [illegible]
ments of similar inte[illegible]
by the Committee on [illegible]
Bylaws, and Rules.

STANDING R[illegible] AMENDMENT NU[illegible]

Rule 6. Order of Bu[illegible]
Debate

(New section N.)

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(Reletter subsequent[illegible]

Submitted in accor[illegible]
Standing Rule 9.B.1.a. [illegible]
of at least 25 delegates[illegible]

Contact Person: Willia[illegible]
Alaska

STANDING R[illegible] AMENDMENT NU[illegible]

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designated as ethnic minority by statistics published by the United States Bureau of the Census. This designation shall specifically include Black, Mexican-American (Chicano), other Spanish-speaking groups, Basque, Asian-American, and Indian.
Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Marian Conrad, Nevada

AMENDMENT NUMBER 15
(Requires a majority vote)

Title: TO ADD A PROVISION THAT AN AFFILIATE MAY MODIFY *ROBERT'S RULES OF ORDER, NEWLY REVISED*, UNDER CERTAIN CONDITIONS

Bylaw 13. Parliamentary Authority
13-1. *Robert's Rules of Order, Newly Revised.*
The most recent edition of *Robert's Rules of Order, Newly Revised*, shall be the authority in all matters of procedure not otherwise specified in the Charter, the Constitution, these Bylaws, or the Standing Rules, subject to the exceptions authorized in Bylaw 13-2.

13-2. Modifications by Affiliates.
An affiliate may modify *Robert's Rules of Order, Newly Revised*, provided that such modification does not conflict with the Charter, the Constitution, these Bylaws, or the Standing Rules as interpreted by the Representative Assembly, Board of Directors, or Executive Committee.

Bylaw 3. Representative Assembly
[3-7. Parliamentary Procedure.
[The most recent edition of *Robert's Rules of Order, Newly Revised*, shall be the authority governing all matters of procedure not otherwise provided in the Charter, the Constitution, these Bylaws, or the Standing Rules.]
Submitted in accordance with the Constitution, Article IX, Section 1.e. (by the Committee on Constitution, Bylaws, and Rules)
Contact Person: Bernard J. Freitag, Pennsylvania

THE FOLLOWING AMENDMENTS TO THE STANDING RULES REQUIRE A MAJORITY VOTE FOR ADOPTION.

STANDING RULE AMENDMENT NUMBER 1
Rule 6. Order of Business and Debate

A. The adoption of the order of business of the Representative Assembly shall be the first item of business at the first business meeting of the Assembly. Action on resolutions shall precede consideration of new business items and discussion of proposed amendments to the Constitution and Bylaws, except for new business items submitted by the Board of Directors.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: John Sincaglia, New Jersey

STANDING RULE AMENDMENT NUMBER 1 A
Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be presented to the [presiding officer] Committee on Constitution, Bylaws, and Rules (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the annual meeting, or (c) by a governance body of the NEA or a state or local affiliate [and shall be announced from the Chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available at the platform to the chairperson of each delegation by the beginning of the next business meeting. Such material] Submissions shall include a brief written rationale for each new business item. [New business items submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those items submitted after May 1 but prior to June 15 shall be distributed at the first state delegation meeting.] New business items shall be submitted no later than thirty (30) days prior to the first business meeting of the Representative Assembly, except that the delegates to the Representative Assembly may, by majority vote, agree to consider an item of new business submitted after that date. Those items submitted before the thirty-day deadline shall be sent to the president and executive director as soon as possible, and copies shall be made available to the state delegations at the first business meeting of the Representative Assembly. Items submitted after the deadline shall be printed and distributed at the beginning of each meeting of the Representative Assembly. Such items shall be presented to the Representative Assembly by the Chair after the completion of consideration of those submitted prior to the thirty-day deadline. The presiding officer shall read by title each new business item and request a voice vote on the issue of consideration. A majority vote favoring consideration of an item shall open the new business item for debate. Each new business item shall be printed accompanied by the name of the submitting NEA, state, or local group; if submitted by petition of 50 delegates, it shall be accompanied by the name and state of the contact person.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Jerry Watkins, New Mexico

STANDING RULE AMENDMENT NUMBER 1 B
Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair [prior to the close of the third] no later than the close of the first business meeting of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. . . .
Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)
Contact Person: E. Joseph Pessarelli, Kentucky

STANDING RULE AMENDMENT NUMBER 1 C
Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the [third business meeting] second day of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. . . .
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: William H. Potter, Alaska

STANDING RULE AMENDMENT NUMBER 2
Rule 6. Order of Business and Debate

K. New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application. Such motions shall be submitted to the presiding officer (a) by a petition of at least 50 delegates, (b) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (c) by a governance body of the NEA or a state or local affiliate and shall be announced from the chair prior to the close of the third business meeting of the Representative Assembly and the material will be made available to the chairperson of each delegation by the beginning of the next business meeting. [Such material shall include a brief written rationale for each new business item.] Each new business item must be accompanied by a brief written rationale, cost estimate, and NEA program budget goal affected. . . .
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Nancy Demartra, Kentucky

STANDING RULE AMENDMENT NUMBER 2 A
Rule 6. Order of Business and Debate

(New section N.)
N. A five-member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one member of the Board of Directors elected by and from the Board, and three delegates to the Representative Assembly appointed by the President. The committee shall review each new business item submitted, and, without changing or eliminating any, shall (a) make a preliminary estimate of the cost of each item and (b) determine whether the item is covered in the program budget.
(Reletter subsequent sections.)
Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)
Contact Person: E. Joseph Pessarelli, Kentucky

STANDING RULE AMENDMENT NUMBER 2 B
Rule 6. Order of Business and Debate

(New section N.)
N. A five-member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one member of the Board of Directors elected by and from the Board, and three delegates to the Representative Assembly appointed by the President. The functions of this committee shall be—
1. To review each new business item submitted.
2. To report to the Representative Assembly an estimate of the cost of implementing each new business item and whether the item is covered in the proposed program budget.
3. To designate each new business item either for debate and vote by the Representative Assembly or for referral to the Board of Directors with direction for a report on its disposition.
Any item recommended for referral to the Board may, upon majority vote, be presented for debate.
(Reletter subsequent sections.)
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Persons: Barbara Hennessey★, Ohio; John M. Yarnovic★, Pennsylvania; Joanna Hock★, Indiana; and Ruth Keeling★, Missouri
★Contact persons for amendments of similar intent combined by the Committee on Constitution, Bylaws, and Rules.

STANDING RULE AMENDMENT NUMBER 2 C
Rule 6. Order of Business and Debate

(New section N.)
N. A five-member committee shall be established to review new business items prior to and during the Representative Assembly. The committee shall consist of the Secretary-Treasurer, one member of the Board of Directors elected by and from the Board, and three delegates to the Representative Assembly appointed by the President. The functions of this committee shall be—
1. To review each new business item submitted.
2. To report to the Representative Assembly an estimate of the cost of implementing each new business item and whether the item is covered in the proposed program budget.
3. To designate each new business item either for debate and vote by the Representative Assembly or for referral to the Board of Directors with direction for a report on its disposition.
Any item recommended for referral to the Board may, upon one-third (1/3) vote, be presented for debate.
(Reletter subsequent sections.)
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: William H. Potter, Alaska

STANDING RULE AMENDMENT NUMBER 3
Rule 6. Order of Business and Debate

R. On new business items all points of information on questions under debate shall be channeled by phone through the Committee on Constitution, Bylaws, and Rules.
Those points about which the Committee on Constitution, Bylaws, and Rules has some doubt about answers will be immediately channeled to the parliamentarian for disposition by the chair.
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Nancy J. Haley, Massachusetts

STANDING RULE AMENDMENT NUMBER 4
Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. [The Resolutions Committee shall consist of an Internal Editing Committee of five members and at least as many additional members from each state affiliate and the Student NEA as the affiliate has NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.]
The President shall appoint a chairperson and four members to the Resolutions Committee for rotating terms of five (5) years. Such appointments shall be made with the advice and consent of the Board of Directors.
[B. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of five years. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall select annually a vice-chairperson and a secretary from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions.
[The functions of this Committee shall be—
[1. To submit verbatim to the Resolutions Committee the C-resolutions adopted by the previous Representative Assembly. Changes or amendments for C-resolutions may be offered by this Committee. Such changes will appear separately, attached to the original C-resolution.
[2. To collect and categorize new resolutions. If clarification of a resolution seems necessary, the Committee may make such changes.
[The Committee shall synthesize related resolutions into a common resolution where possible.
[In the event of either of the above procedures, the Committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original drafter(s).
[Controversial issues may have more than one resolution sent to the full Resolutions Committee.
[3. To draft new proposed resolutions.]
[C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six consecutive terms as delegate, to be effective after the 1970 NEA Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the president of the Association.
[The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state or the Student NEA exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or the Student NEA, if feasible, or appointed by the president of the state affiliate or the Student NEA.
[The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Section 1(a) and (b). Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).
[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(c), (d), and (e).]
[D.] B. Duties
1. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee, before presentation to the Representative Assembly. [; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters. Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report.] The chairperson of the Resolutions Committee shall present the report of the Committee [, together with any minority report,] to the Representative Assembly for consideration at the time and place designated in the official program.
2. The Committee may recommend changes or amendments to the C-resolutions to the Representative Assembly.
3. The Committee may draft new proposed resolutions for presentation to the Representative Assembly.
4. The editing responsibilities of the Committee shall include: (a) clarification of proposed amendments, if needed, (b) combining two or more resolutions with similar intent if the combining is agreed to by the contact person(s) of each resolution so combined, and (c) categorizing new resolutions as they are submitted.
(Reletter subsequent sections.)
Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)
Contact Person: Dillon Stone, New Mexico

STANDING RULE AMENDMENT NUMBER 4 A
Rule 8. Resolutions Committee and Procedure

[A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five members and at least as many additional members from each state affiliate and the Student NEA as the affiliate has NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.
[B. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of five years. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall select annually a vice-chairperson and a secretary from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions.
[The functions of this Committee shall be—
[1. To submit verbatim to the Resolutions Committee the C-resolutions adopted by the previous Representative Assembly. Changes or amendments for C-resolutions may be offered by this Committee. Such changes will appear separately, attached to the original C-resolution.
[2. To collect and categorize new resolutions. If clarification of a resolution seems necessary, the Committee may make such changes.
[The Committee shall synthesize related Resolutions into a common resolution where possible.
[In the event of either of the above procedures, the Committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original drafter(s).
[Controversial issues may have more than one resolution sent to the full Resolutions Committee.
[3. To draft new proposed resolutions.
[C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six consecutive terms as delegate to be effective after the 1970 NEA Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the President of the Association.
[The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state or the Student NEA exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or the Student NEA, if feasible, or appointed by the president of the state affiliate or the Student NEA.
[The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Section 1(a) and (b). Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).
[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1 (c), (d), and (e).
[D. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee, before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters. Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the Committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.
[E. Open Meeting. The Committee shall hold at least one open hearing on proposed resolutions at a time and place to be announced in the printed program.
[F. Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states not later than 6 p.m. of the day when the first business meeting of the Representative Assembly takes place.
[After the six o'clock deadline, all new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass.
[Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.
[All resolutions adopted by the NEA Representative Assembly shall be accepted and publicized as official NEA resolutions.
[Resolutions adopted by the Representative Assembly as "continuing resolutions" shall continue in force without further action in succeeding years. At any annual session, at the time of the Resolutions Committee report, a continuing resolution may be designated for action by the Representative Assembly or the Resolutions Committee.
[Such "continuing resolutions" shall be submitted to the Representative Assembly by number. If there is no objection, they will be considered for adoption en masse together with all other "continuing resolutions" to which there are no specific objections. Resolu-

tions objected to when introduced by number will be set aside to be considered individually.]

A. Resolutions Committee, 1978-79. The Resolutions Committee shall consist of an Internal Editing Committee of five members, one member from each state affiliate, and one member from the Student NEA. The chairperson, vice-chairperson, and secretary of the Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

1. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors in 1978-79. The President shall appoint a chairperson from the Internal Editing Committee. The Internal Editing Committee shall select a vice-chairperson and a secretary from among its own membership.

A major function of this committee shall be to prepare a draft of a revision of the resolutions to present to the 1978-79 Resolutions Committee.

2. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state affiliate and from the Student NEA shall elect one delegate and one alternate to the Resolutions Committee from among its delegates. Each representative to the Resolutions Committee shall serve for one year commencing at the close of the last meeting of the 1978 Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the official program.

At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(c), (d), and (e) of the Constitution.

3. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly a proposed revision of resolutions for adoption. It shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Commitee's eligible voters. Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the Committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

4. Open Hearing. The Committee shall hold at least one open hearing on proposed resolutions prior to consideration of the resolutions by the Representative Assembly and subsequent to the first state delegation meetings, at a time and place designated in the official program.

5. Procedures for Submitting Resolutions. Resolutions from delegates or members shall be submitted to the Executive Director, the chairperson of the Resolutions Committee, or a member of the Resolutions Committee not later than 6 p.m. of the day of the first business meeting of the Representative Assembly.

After the six o'clock deadline, all new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and two-thirds (2/3) vote to pass.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

All resolutions adopted by the NEA Representative Assembly shall be publicized as official NEA resolutions.

B. Resolutions Committee, 1979-80 and Thereafter. The President shall appoint a chairperson and 8 members of the Resolutions Committee to serve for staggered two-year terms.

1. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. The form and text of each proposed resolution shall be approved by majority vote of the Resolutions Committee. Resolutions shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly.

2. Information Procedure. The Resolutions Committee shall develop and implement a procedure that assures it is systematically informed of the views of members, affiliates, and governance. As a part of this procedure, the Committee annually shall present its preliminary report of resolutions to the Board of Directors at an early spring meeting. Any recommendations made by the Board of Directors shall be transmitted to the Committee.

3. State Reporters. The accredited delegates to the Representative Assembly from each state and from Student NEA shall elect a reporter from among their delegates to serve for one year. Elections shall take place at the first business meeting of the state delegations.

It will be the duty of the reporters to monitor resolutions for the delegations, to attend the open hearing, and to speak for the states at the direction of the delegations.

4. Open Hearing. The Committee shall hold at least one open hearing on proposed resolutions at a time and place designated in the official program. State reporters speaking for their delegations shall be allotted twice as much time as is allotted to delegates speaking as individuals.

5. Procedures for Submitting Resolutions. Resolutions from delegates or members shall be submitted to the Executive Director, the chairperson of the Resolutions Committee, or a member of the Resolutions Committee not later than 6 p.m. of the day of the first business meeting of the Representative Assembly.

After the six o'clock deadline, all new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and two-thirds (2/3) vote to pass.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

All resolutions adopted by the NEA Representative Assembly shall be publicized as official NEA resolutions.

Submitted in accordance with Standing Rule 9.B.1.c. (by majority vote of the NEA Board of Directors)

Contact Person: Donald F. Wilson, Ohio

STANDING RULE AMENDMENT NUMBER 4 B

Rule 8. Resolutions Committee and Procedure

[A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five members and at least as many additional members from each state affiliate and the Student NEA as the affiliate has NEA directors. The chairperson, vice-chairperson, and secretary of the Internal Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

[B. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of five years. The President shall annually appoint a chairperson from the Internal Editing Committee. Members of the Internal Editing Committee shall serve at the pleasure of the President. The Internal Editing Committee shall elect annually a vice-chairperson and a secretary from among its own membership. It shall meet prior to the opening meeting of the Representative Assembly to draft proposed resolutions.

[The functions of this Committee shall be—

[1. To submit verbatim to the Resolutions Committee the C-resolutions adopted by the previous Representative Assembly. Changes or amendments for C-resolutions may be offered by this Committee. Such changes will appear separately, attached to the original C-resolution.

[2. To collect and categorize new resolutions. If clarification of a resolution seems necessary, the Committee may make such changes.

[The Committee shall synthesize related resolutions into a common resolution where possible.

[In the event of either of the above procedures, the Committee will send the final resolution plus all resolutions from which it was prepared to the Resolutions Committee and the original drafter(s).

[Controversial issues may have more than one resolution sent to the full Resolutions Committee.

[3. To draft new proposed resolutions.

[C. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors. They shall serve for one year commencing at the close of the last meeting of the Representative Assembly. No individual shall serve more than six consecutive terms as delegate to be effective after the 1970 NEA Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the annual program by the President of the Association.

[The procedure for filling vacancies on the Resolutions Committee between meetings of the Representative Assembly shall be as follows. If the number of vacancies within a state or the Student NEA exceeds the number of alternates elected to fill vacancies, additional alternates shall be appointed by the governing board of the state affiliate or the Student NEA, if feasible, or appointed by the president of the state affiliate or the Student NEA.

[The members elected from each state and the Student NEA shall meet the requirements set forth in Article V, Section 1(a) and (b). Nominations of such state representatives shall be open except where limitations are required to comply with the provisions of Article V, Section 1(a) and (b).

[At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1 (c), (d), and (e).

[D. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly proposed resolutions for adoption. They shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee, before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters. Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the Committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

[E. Open Meeting. The Committee shall hold at least one open hearing on proposed resolutions at a time and place to be announced in the printed program.

[F. Procedures for Submitting Resolutions. Resolutions from delegates or members designed for consideration by the Resolutions Committee shall be submitted to the Executive Director or the chairperson of the Resolutions Committee or the members of the Resolutions Committee from their states not later than 6 p.m. of the day when the first business meeting of the Representative Assembly takes place.

[After the six o'clock deadline, all new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass.

[Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

[All resolutions adopted by the NEA Representative Assembly shall be accepted and publicized as official NEA resolutions.

[Resolutions adopted by the Representative Assembly as "continuing resolutions" shall continue in force without further action in succeeding years. At any annual session, at the time of the Resolutions Committee report, a continuing resolution may be designated for action by the Representative Assembly or the Resolutions Committee.

[Such "continuing resolutions" shall be submitted to the Representative Assembly by number. If there is no objection, they will be considered for adoption en masse together with all other "continuing resolutions" to which there are no specific objections. Resolutions objected to when introduced by number will be set aside to be considered individually.]

The Resolutions Committee shall consist of an Internal Editing Committee of five members, one member from each state affiliate, and one member from the Student NEA. The chairperson, vice-chairperson, and secretary of the Editing Committee shall serve as chairperson, vice-chairperson, and secretary of the full Resolutions Committee.

A. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors. The President shall appoint a chairperson from the Internal Editing Committee. The Internal Editing Committee shall select a vice-chairperson and a secretary from among its own membership.

B. State and At-Large Representatives. The accredited delegates to the Representative Assembly from each state affiliate and from the Student NEA shall elect one delegate and one alternate to the Resolutions Committee from among its delegates. Each representative to the Resolutions Committee shall serve for one year commencing at the close of the last meeting of the Representative Assembly. Elections shall take place at the third business meeting of the state delegations at the time and place designated in the official program.

At-large members of the Resolutions Committee shall be appointed by the President as may be necessary to assure compliance with the requirements set forth in Article V, Section 1(c), (d), and (e) of the Constitution.

C. Duties. The Resolutions Committee shall prepare and present to the Representative Assembly a proposed revision of resolutions for adoption. It shall be printed and made available to delegates before action is scheduled thereon by the Representative Assembly. The form and text of each resolution shall be approved by the majority vote of the Resolutions Committee before presentation to the Representative Assembly; provided, however, that a minority report may be presented to the Representative Assembly upon a one-third (1/3) favorable vote of the total Resolutions Committee's eligible voters. Such minority report shall be printed with the majority report and shall be presented by the chairperson of the Resolutions Committee concurrently with the majority report. The chairperson of the Resolutions Committee shall present the report of the Committee, together with any minority report, to the Representative Assembly for consideration at the time and place designated in the official program.

D. Open Hearing. The Committee shall hold at least one open hearing on proposed resolutions prior to consideration of the resolutions by the Representative Assembly and subsequent to the first state delegation meetings, at a time and place designated in the official program.

E. Procedures for Submitting Resolutions. Resolutions from delegates or members shall be submitted to the Executive Director, the chairperson of the Resolutions Committee, or a member of the Resolutions Committee not later than 6 p.m. of the day of the first business meeting of the Representative Assembly.

After the six o'clock deadline, all new resolutions to be submitted from the floor for consideration must have a majority of the vote to be placed on the agenda (heard) and two-thirds (2/3) vote to pass.

Resolutions submitted for consideration by the Representative Assembly shall be in writing on the forms provided, signed by the maker and the seconder of the motion.

All resolutions adopted by the NEA Representative Assembly shall be publicized as official NEA resolutions.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Robert Harding, Michigan

STANDING RULE AMENDMENT NUMBER 5

Rule 8. Resolutions Committee and Procedure

C. State and At-Large Representatives. [The accredited delegates to the Representative Assembly from each state and from the Student NEA shall elect as many delegates and alternates to the Resolutions Committee from among its delegates as each unit has NEA directors.]

Representatives to the Resolutions Committee may be elected by the delegates of that state to the Representative Assembly or by the Student NEA or may be elected within the state or the Student NEA through a regular election process which specifically includes provisions for open nomination and secret ballot. The number of representatives to which a state or the Student NEA is entitled shall be equal to the number of NEA Board of Directors members from that state or the Student NEA. [They] State or Student NEA representatives to the Resolutions Committee shall serve. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Dillon Stone, New Mexico

STANDING RULE AMENDMENT NUMBER 5 A

Rule 9. Amendments

A. Constitution and Bylaws.

1. Constitution: Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the [third] seventh business meeting of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Jerry Watkins, New Mexico

STANDING RULE AMENDMENT NUMBER 6

Rule 9. Amendments

A. Constitution and Bylaws.

1. Constitution

(b) Printing and Distribution: The Committee on Constitution, Bylaws, and Rules shall arrange proposed amendments to the Constitution so that they are sequential by article of the Constitution. Titles and texts of proposed amendments to the Constitution along with the name and state of the contact person shall be printed in the *NEA Handbook* and made available upon request to any member no later than ninety (90) days following adjournment of the Representative Assembly. The text of the proposed amendments shall be printed in an official publication sent to all members at least sixty (60) days prior to its consideration.

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Tay McArthur, California

STANDING RULE AMENDMENT NUMBER 7

The following proposed amendment to Standing Rule 10 is dependent upon the adoption of proposed Amendment Number 2 to the Constitution. In accordance with Standing Rule 9.B.4, this amendment will be voted upon following the report of the chairperson of the Elections Committee provided that Amendment Number 2 is adopted by the Representative Assembly.

Rule 10. Elections, Committee and Procedure

G. Nominations.

1. Nominations, as appropriate in each year, shall be made in the following order: (i) President; (ii) Vice-President; (iii) Secretary-Treasurer; (iv) members of the Executive Committee; [(v) at-large representatives of classroom teachers in higher education on the Board of Directors; (vi) at-large representatives of administrators on the Board of Directors; (vii)] (v) at-large representatives of ethnic-minorities on the Board of Directors. The time of nominations of at-large ethnic-minority candidates, if necessary to achieve 20 percent ethnic-minority representation on the Executive Committee as provided for by Article VI, Section 1(b) of the Constitution, shall be announced by the President contingent upon other nominations and/or balloting for Executive Committee positions.

H. Election.

2. Elections on the first ballot shall be on the second day of the Representative Assembly. Polls for voting on the first ballot shall be open from 7 a.m. to 12 noon on election day at such place or places as the President shall designate.

On the first ballot, delegates shall vote for positions as follows.

(a) Executive officers (as appropriate for that year)

(b) Members (as appropriate for that year) to serve on the Executive Committee

[(c) Representatives of classroom teachers in higher education, if necessary, on the Board of Directors

[(d) Representatives of administrators, if necessary, on the Board of Directors

[(e)] (c) Representatives of ethnic-minorities, if necessary, on the Board of Directors.

3. No change

[4. Administrators shall be nominated by administrator delegates and elected by majority vote of all delegates if necessary to achieve administrator representation on the Board of Directors as provided for by Article V, Section 1 of the Constitution. Runoff elections for such positions will be held as necessary.

[5. Classroom teachers in higher education shall be nominated by such delegates and elected by majority vote of all delegates if necessary to achieve classroom teachers in higher education representation on the Board of Directors as provided by Article V, Section 1 of the Constitution. Runoff elections for such positions will be held as necessary.

[6.] 4. Ethnic-minority persons shall be nominated by ethnic-minority delegates and elected by majority vote of all delegates if necessary to achieve at least 20 percent ethnic-minority representation on the Board of Directors as provided for by Article V, Section 1(c) of the Constitution. The number of positions to be voted upon shall be equal to the number required to assure a minimum of 20 percent ethnic-minority representatives on the Board of Directors (excluding the ex officio members) [without counting the number of ethnic-minority persons who may be elected at large in the same year to achieve the required proportion of administrators and classroom teachers in higher education on the Board]. Runoff elections for such positions will be held as necessary.

(Renumber subsequent sections.)

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Mary Hatwood Futrell, Virginia

STANDING RULE AMENDMENT NUMBER 8

Rule 10. Elections, Committee and Procedure

G. Nominations.

3. Candidates will be nominated by delegates from the floor. Following the announcement of the nomination, the candidate or a designee will have an allotment of time to address the Representative Assembly. Candidates for the office of President shall be given five minutes for this purpose. Candidates for Vice-President, Secretary-Treasurer, and the Executive Committee shall be given three minutes. Candidates for at-large positions on the Board of Directors shall be given two minutes. [If the number of candidates nominated equals the number of positions to be filled, the chair shall declare such candidates elected.]

Submitted in accordance with Standing Rule 9.B.1.b. (by a state delegation)

Contact Person: Bruce Gerhardt, California

STANDING RULE AMENDMENT NUMBER 9

Rule 10. Elections, Committee and Procedure

H. Election.

3. Candidates will be nominated by delegates from the floor. Following the announcement of the nomination, the candidate or a designee will have an allotment of time to address the Representative Assembly. These addresses will be televised to the Representative Assembly. The candidates and their designees will be consulted as to the camera angles which will be utilized. Each candidate and/or designee will be given the opportunity to select the camera angle to be used during his or her presentation. Candidates for the offices of. . . .

Submitted in accordance with Standing Rule 9.B.1.a. (by petition of at least 25 delegates)

Contact Person: Phillip D. Walker, South Carolina

Kentucky Teachers' PAC Checkoff Ruled Legal by Federal Court

LOUISVILLE, KY.—The reverse check-off system for collecting contributions to the Kentucky Educators Public Affairs Council (KEPAC) is completely legal, according to a ruling handed down here in late January by U.S. District Court Judge Charles Allen.

The political action arm of the Kentucky Education Association brought suit in defense of its payroll deduction method after the state Registry of Election Finance last November declared the system "coercive" and in violation of Kentucky law.

Following a favorable court decision upholding reverse checkoff for state elections, Kentucky Education Association President Wayne Harvey said enthusiastically that "teachers will continue to be active in the political process, since we see ourselves as no different than other citizens in exercising our political action rights."

The complaint against KEPAC and the Kentucky association was lodged with the Registry by the Political Action Committee of the Kentucky Chamber of Commerce—an organization which branded teachers an "enemy of free enterprise" because of their political activities—but then turned right around to form its own political action group.

KEA President Wayne Harvey hailed the ruling, stating that "the right of teachers to participate in the political process has been guaranteed by this decision." KEPAC Chairperson Doris Wilson said the ruling vindicated the process used to bring teachers into the forefront of political activity. "We could not understand why the Registry issued its order in the first place," she added. "We had worked very closely with their staff and with the attorney general in setting up our system of collecting contributions and thought they agreed on its legality."

Under KEPAC's system for collecting voluntary political contributions, unless a KEA teacher indicates that he or she doesn't want to contribute to the political action fund, the KEPAC contribution of $7 a year is automatically deducted from their paychecks. Refunds are granted upon request any time during the year.

New Jersey Complaint Dropped

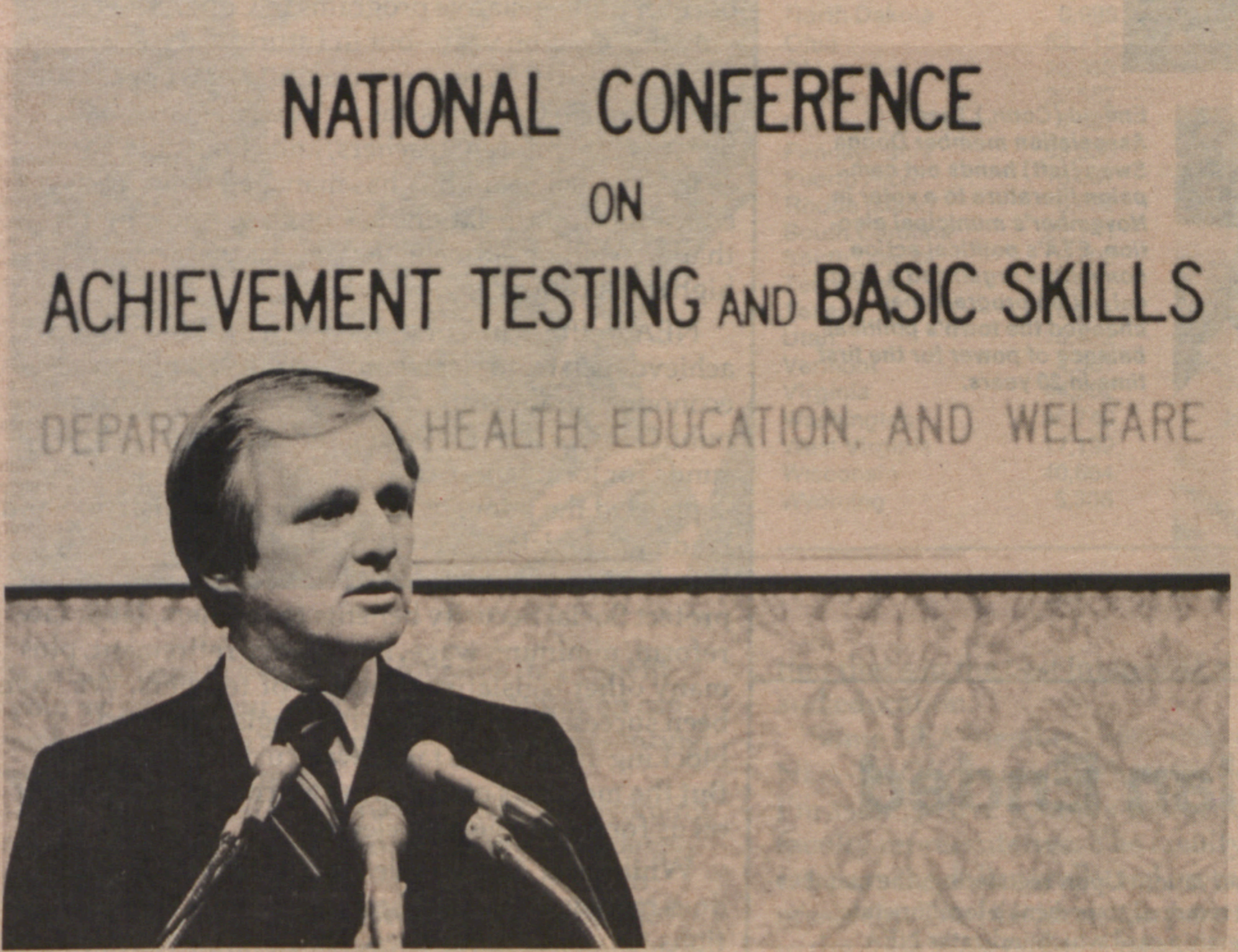
In a similar case, the Federal Election Commission has dismissed a complaint against the New Jersey Education Association.

The FEC, which filed a civil suit against NEA and 18 of its affiliates challenging the reverse check-off method of collecting money for political action in federal elections, has dropped NJEA from the case.

NJEA used reverse checkoff in the fall of 1976, but stopped in January 1977, after the state attorney general ruled that reverse checkoff was not authorized by state statute.

NJEA then returned all funds collected ($2 per teacher) by reducing subsequent payroll deductions.

NJEA is fighting for a bill introduced in the state legislature which would authorize teachers to sign up for a political action payroll deduction.



"Standardized tests must not be used to label or track students or to deny any student a real access to education," NEA President John Ryor tells 350 educators. Speaking at a National Conference on Achievement Testing and Basic Skills, sponsored by the Department of Health, Education, and Welfare and held in Washington, D.C., last month, Ryor said IQ tests "make a lie out of individual differences by making students believe they have worth only as compared to someone else; but the only competition worth much is individual competition against oneself."

Election Victory Brings All Delaware Teachers into the United Profession

DOVER, DELAWARE—*DSEA News Service*—The New Castle Education Association (NCCEA/DSEA/NEA) scored a resounding victory over the American Federation of Teachers local in a February 16 bargaining election in Delaware. The United Teaching Profession rolled up an impressive 2,825 votes compared to the federation's 1,263, far short of the 1,676 signatures they claimed in calling for an election.

New Castle County, Delaware, which employs two-thirds of Delaware's teachers, is in the process of court-ordered desegregation consolidating the Wilmington City school district, a federation local, with ten suburban districts, all association locals.

Delaware's bargaining law for teachers and the worst blizzard of the century a week before election day provided major obstacles, which the UTP overcame handily. The court-appointed New Castle County planning board—the acting school board—was empowered to set ground rules which were restrictive at best. For example, no staff member was permitted on school grounds before, during, or after school.

"Getting the Message"

NCCEA's election committee of 150 teacher-leaders carried the burden of "getting the message" into the buildings. NEA staff members worked in the state throughout the campaign. Shared staff from New Jersey, Pennsylvania, Ohio, Maryland, Virginia, West Virginia, and Tennessee assisted local election committees in arranging meetings with teachers after school hours, developing telephone networks, and making personal telephone contact with many teachers. State association presidents from Pennsylvania, Maryland, and New Jersey, representing 218,868 teachers, spoke to the election committee and provided moral support during the final hours of the election.

"Shared staff did an excellent job in assisting the local election committees in whatever capacity they were needed," said DSEA UniServ Coordinator Jim Caruth, who organized the election effort and directed shared staff. "An election campaign of this size runs much smoother with experienced, capable professionals—and the UTP benefited greatly from shared staff's contribution."

High Voter Turnout

Voter turnout, an important aspect of any election, was of particular interest to NCCEA. In Delaware, a bargaining representative must receive a majority of votes of those eligible to vote to be recognized.

"With 4,412 eligible voters, we had our work cut out for us," observed NCCEA President Michael Epler. "The time, energy, and commitment of our election committee, with the support of the UTP, made our endeavor not only successful but personally rewarding as well."

A major issue in the campaign was "leveling-up" of teachers' salaries. Of the eleven districts, Wilmington City had the highest salary schedule.

Epler explained, "In all of Delaware, Wilmington is the only district with the ability to levy taxes—all other districts must rely on referendum. When the federation bargained in a suburban district, those teachers dropped from sixth to last place in the county in salary rankings."

"New Castle County teachers recognized that the association has the clout in our state legislature to assist in our leveling-up effort," he added. "Only the association has the professional staff and the resources of the United Teaching Profession to bargain a comprehensive master contract and provide contract maintenance assistance."

Connecticut Teachers Display Clout in Municipal Elections

HARTFORD, CONN.—Members of the Connecticut Education Association demonstrated teacher clout in last fall's local elections for municipal council and board of education seats.

In towns like Enfield and Groton, teachers caused upset victories that changed the political balance of power for the first time in 20 years.

Windsor Education Association members elected a proeducation majority to the school board, while in Hartford, teachers erased several antieducation candidates from the town council and board of education slates. Teachers were equally effective in electing candidates in Vernon, Ellington, Manchester, and Newington.

The Enfield Education Association helped elect four of the five town council candidates it endorsed.

In Groton, teachers helped oust an antieducation administration that had closed a school, rejected a teachers' contract, and almost forced a teacher strike. Eight of the 11 teacher-endorsed candidates wore the laurels of victory.

All three of the candidates endorsed by the Windsor Education Association were elected to the seven-member school board. "I would guess that teachers directly influenced 700 to 1,000 votes," said WEA President Gary Pelligrini.

Two weeks before Hartford's municipal elections, the Hartford Education Association plunged into politics. Sending postcards to its 350 members asking them to vote for the proeducation candidates, and placing a paid newspaper ad, HEA helped elect the six city council members and two board of education candidates teachers had endorsed.

In Newington, teachers endorsed and elected 11 candidates, including a new mayor, five town council members, and five board of education members.

Teachers in Connecticut are proving that they can make the difference in elections—on the local scene as well as on the state and national levels.

Hartford City Council members Barbara Kennelly (far left) and William DiBella visited Connecticut Education Association headquarters after they won reelection with the help of Hartford's teachers. Chatting with the successful politicians are Gloria Dowaliby, Hartford Education Association-Political Action Committee vice-chairperson (left), and Judy Holmes (far right), HEA-PAC chairperson.

Enfield (Conn.) Teachers Association member Donna Swan (left) hands out campaign literature to a voter in November's municipal election. ETA's political action committee organized a political action program that changed the town's political balance of power for the first time in 20 years.

Hilton Discount Plan Ended

The NEA Hilton Faculty Plan will be discontinued after April 30, 1978. This action is by mutual agreement between NEA Special Services and the Hilton Hotels Corporation.

Through April 30, unified members may call the Hilton Reservation Service or Hilton hotel directly to request a reservation at the NEA Hilton Faculty Rate. The service or hotel will indicate if the rate is available and process the reservation. Upon registering, the member will be required to present a local or state membership card which indicates NEA affiliation.

Members holding NEA Hilton Faculty cards may continue to make reservations for the NEA Hilton Faculty Rate, as in the past, through April 30.

"Your NEA– a National

A statement by NEA President John Ryor

I am making a personal appeal to all members who have not yet contributed a dollar to NEA-PAC this year.

In the last few years NEA has earned, with help from many of you, a national reputation as a formidable political force that can impact national elections, including the contest for the Presidency. This national political recognition came about by our ability to provide the votes, the volunteer help, and finally the political dollars that candidates—who support our broad-based legislative program—need to be elected or continue in office.

As teacher-citizens, your voting record is outstanding. Nine out of ten of you vote—twice the national average. Thousands of you donate your time and talent to work in campaigns for members of Congress who are friends of education. And thousands more of you have made financial contributions through NEA's independent political action committee (NEA-PAC). So as we head into the 1978 national elections, we will need your help again—particularly for NEA-PAC dollars.

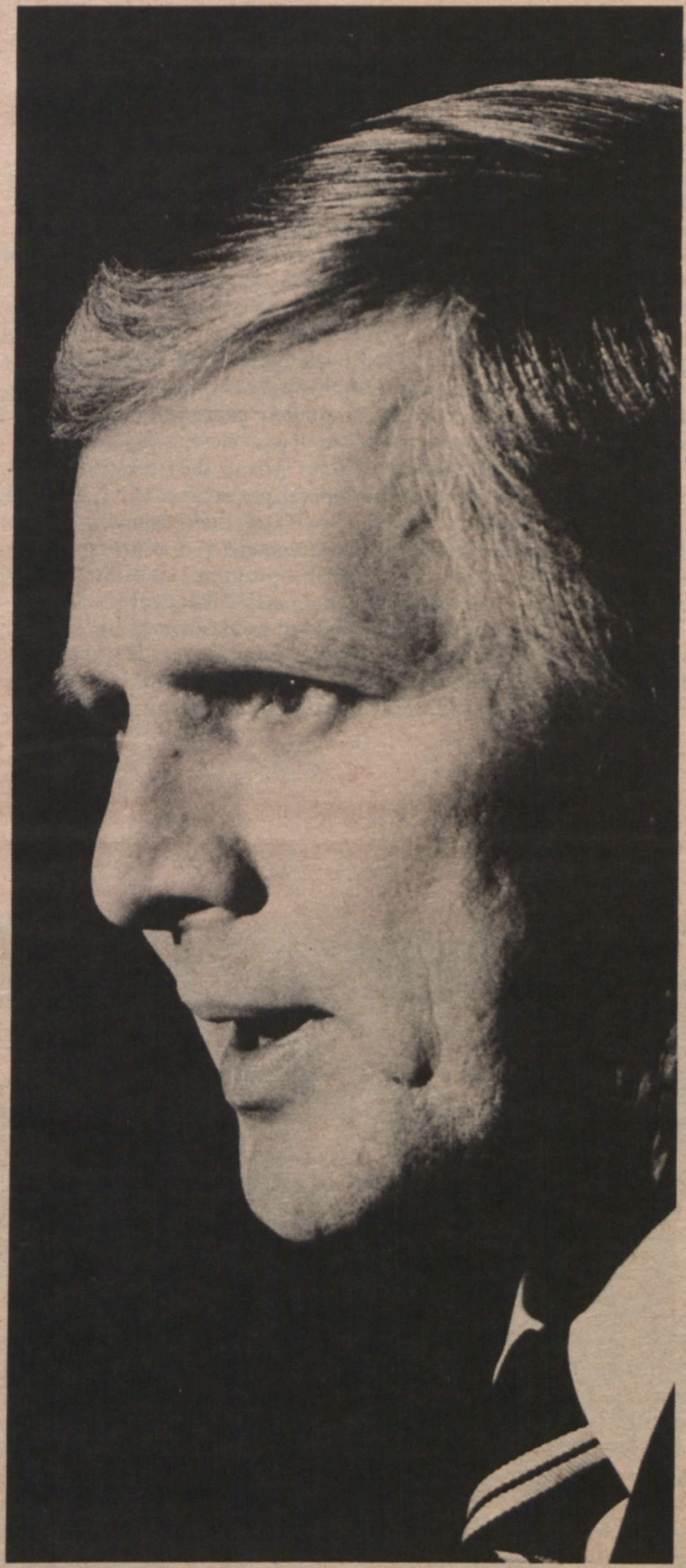
Because NEA-PAC will be involved in a record 350 Congressional races in the House of Representatives and U.S. Senate this year, the need for dollar contributions from individual teachers will be greater than ever. NEA-PAC will require about $1.2 million to effectively fund these endorsed Congressional candidates. Financial help for these 350 friends of education is vital if we are to continue to build support for our legislative programs in Congress—not only this election year—but in future years as well.

Since NEA-PAC was formed in 1972, support for our friends in Congress has resulted in many major benefits for children, teachers, and education. For example, each year NEA has managed to increase education appropriations in Congress—now more than $10 billion—for elementary, secondary, and higher education.

NEA's efforts in Congress last year alone helped achieve such major legislation as the $20 billion economic stimulus appropriation which provides public service jobs for youth and revenue sharing funds for local school districts. NEA vigorously supported the popular Teacher Center legislation and landmark legislation creating the Education of All Handicapped Children Act. NEA fought hard to protect Social Security benefits to teachers, labor law reform, minimum wage, mandatory retirement, plus many other legislative concerns of teachers. We have been successful in winning new legislation and blocking attempts to take away current legislation. But the members of Congress we count on also count on us for help in getting elected.

While your dues enable NEA to lobby Congress, dues money cannot be used as campaign contributions to federal candidates. That's why contributions to NEA-PAC are necessary. Isn't it worth one dollar a year to help elect members of Congress who appreciate your help and will be supporting your interests whether they be collective bargaining, retirement, health security, unemployment compensation, or the

PAC Dollars Make Teachers Political Force"



Present Total NEA-PAC Contributions, State by State

	Membership as of August 26, 1977	1974-75	1975-76	1976-77	Total
Alabama	35,962	$ 9,689.00	$10,198.00	$10,015.00	$ 29,902.00
Alaska	4,044	878.54	565.00	591.00	2,034.54
Arizona	20,060	669.00	303.00	8,210.90	9,182.90
Arkansas	17,251	373.87	537.50	1,465.00	2,376.37
California	162,514	2,283.20	50,219.45	—	52,502.65
Colorado	25,139	1,824.50	6,491.40	4,923.56	13,239.46
Connecticut	26,698	20,752.23	23,359.00	22,600.00	66,711.23
Delaware	5,081	1,768.18	1,196.45	1,537.12	4,501.75
District	778	134.00	51.00	—	185.00
Florida	29,964	940.40	699.00	2,873.00	4,512.40
Georgia	35,164	929.90	749.00	791.00	2,469.90
Hawaii	6,801	77.00	1,369.21	2,197.50	3,643.71
Idaho	8,341	7,743.00	7,786.00	7,558.00	23,087.00
Illinois	63,347	37,077.46	51,153.77	57,611.00	145,842.23
Indiana	38,418	6,217.26	6,846.15	1,153.54	14,216.95
Iowa	34,727	2,062.35	8,063.00	9,722.17	19,847.52
Kansas	23,490	2,246.20	16,339.10	19,926.03	38,511.33
Kentucky	27,416	748.24	20,466.79	20,452.49	41,667.52
Louisiana	11,197	554.00	—	—	554.00
Maine	11,914	5,479.00	5,750.00	6,000.00	17,229.00
Maryland	33,539	1,921.00	198.00	25.00	2,144.00
Massachusetts	63,635	7,335.25	986.00	2,552.00	10,873.25
Michigan	86,757	90,425.40	77,081.30	72,203.45	239,710.15
Minnesota	41,143	37,658.00	16.000.00	11,000.00	64,658.00
Mississippi	13,715	205.00	—	161.00	366.00
Missouri	13,670	2,833.09	1,283.09	1,486.04	5,602.22
Montana	6,854	487.00	281.00	260.00	1,028.00
Nebraska	19,442	17,182.59	17,033.46	17,257.02	51,473.07
Nevada	4,772	860.54	1,829.00	1,615.14	4,304.68
New Hampshire	6,323	4,386.00	5,615.50	5,479.30	15,480.80
New Jersey	83,880	8,027.00	13,000.00	—	21,027.00
New Mexico	6,597	197.50	3,094.00	3,695.50	6,987.00
New York	24,513	40,580.00	—	—	40,580.00
North Carolina	50,633	2,354.75	4,469.00	2,950.00	9,773.75
North Dakota	6,998	432.00	2,006.00	1,641.00	4,079.00
Ohio	83,716	7,360.41	7,573.67	1,912.94	16,847.02
Oklahoma	28,553	2,975.44	1,245.85	3,732.40	7,953.69
Oregon	22,567	8,870.00	7,653.00	6,867.00	23,390.00
Overseas Ed. Assn.	4,091	178.00	—	—	178.00
Pennsylvania	99,335	61,348.25	32,505.00	76,155.00	170,008.25
Puerto Rico	16,807	57.00	—	—	57.00
Rhode Island	6,632	11,099.50	7,601.00	3,664.00	22,364.50
South Carolina	20,741	2,046.49	3,175.34	2,967.00	8,188.83
South Dakota	6,708	843.40	4,588.00	5,550.50	10,981.90
Tennessee	44,837	685.00	5,173.00	3,014.00	8,872.00
Texas	116,051	360.00	2,089.75	476.50	2,926.25
Utah	13,632	9,842.55	8,513.72	8,273.75	26,630.02
Vermont	4,561	896.00	2,601.00	2,946.00	6,443.00
Virginia	44,562	566.55	8,253.00	7,487.88	16,307.43
Washington	36,740	25,603.50	32,507.42	30,650.74	88,761.66
West Virginia	17,199	218.00	611.52	5.00	834.52
Wisconsin	40,664	508.20	5,094.00	30,141.06	35,743.26
Wyoming	5,306	1,001.00	1,331.00	3,026.40	5,358.40

scores of federal education programs that benefit your schools? Your $1 voluntary contribution can make a significant difference in who is representing education in Congress.

For those of you who have a problem overcoming strong partisan feelings about backing candidates who support NEA legislative goals, keep this in mind: **NEA-PAC endorsements are made on the basis of the candidate's record or position on education issues—not on party affiliation.** We ask your support so NEA-PAC can do the best possible job of endorsing candidates—Democrats and Republicans—who will likewise do the best job in voting legislation that's in the best interest of children, teachers, and education.

Some NEA members have not contributed to NEA-PAC because they haven't been asked. Well, I'm asking. Give your tax-deductible $1 to your faculty representative. The faculty representative can pass the dollars collected on to the association president. The president can pass the dollars collected to the state association. The state association will send the contributions to NEA-PAC. Talk it up with other teachers in your school. Aim for 100 percent participation. We've got a good thing going politically. Let's keep it going. Give to NEA-PAC.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Getting the Law Enforced:

NEA Fights Sex Discrimination

Teachers and students could be profoundly affected by Title IX of the 1972 Education Amendments—if the antisex discrimination regulations are effectively enforced.

NEA teachers, through resolutions passed at the Representative Assembly, have expressed their opposition to sexual stereotyping in the schools. They have encouraged school systems to give female students an equal chance to participate in all education programs, including athletics.

Through the DuShane Fund, NEA defends the rights of all its members, including women teachers who have suffered job discrimination.

NEA belongs to the National Coalition for Women and Girls in Education, which is actively seeking a more effective government enforcement of Title IX and another women's equity law.

Coalition representatives have met with Secretary of Health, Education, and Welfare Secretary Joseph Califano, HEW Office of Civil Rights Director David Tatel, and Office of Management and Budget officials to seek their support in enforcing Title IX.

Federal enforcement of sex discrimination in education has been lax—a point conceded by HEW in settling the case of *Women's Equity Action League (WEAL) v. Califano.*

NEA joined WEAL in its legal action, along with the National Organization for Women, the Association of Women in Science, the Federation of Organizations for Professional Women, the National Student Association, three women professors who had suffered sex discrimination in employment, and a female junior high school student who had experienced bias in her school's athletic program.

The settlement negotiated by WEAL, the other plaintiffs, and the government formed the basis of an order issued by U.S. District Judge John Pratt in Washington, D.C.

The order:

- Commits HEW to doubling the number of staff in its Office for Civil Rights by immediately adding 898 new positions
- Directs HEW to try to clean up its backlog of 3,000 unprocessed complaints by September 30, 1979
- Sets specific timetables for processing both old and new complaints, but leaves to the Office of Civil Rights the flexibility to conduct "broad compliance reviews" (investigations of institutions where no complaint has been filed).

"Victims of Discrimination"

Announcing the settlement, HEW Secretary Califano admitted that throughout most of the 1970s many individual complaints "were ignored by OCR or were shelved without a review, and the victims of discrimination did not receive the protection they deserved from the federal government."

Added OCR Director Tatel, the settlement "gives us the flexibility to implement a really aggressive civil rights enforcement program; the victims of discrimination did not receive the protection they deserved from the federal government."

Documenting HEW's lassitude over the past several years was a report by the Project on Equal Rights (PEER), "Stalled at the Start: Government

NEA Staffer Helps Teacher Associations in Southern Africa

NEA's record for protecting teacher rights in this country is well established but its related activities in other parts of the world are not as well known.

For example, Elizabeth (Bettye) Yates, NEA manager for the Office of Convention and Conference Management, just completed a six months sabbatical working with teacher organizations in Africa for the Switzerland-based World Confederation of Organizations of the Teaching Profession.

Serving as Special Consultant for African Programmes, Yates carried out several major assignments for the world organization. She conducted a number of seminars and workshops for teacher association leaders in meeting planning and leadership training. She also conducted a survey in four major southern African countries to obtain data relating to women teachers in national development with special reference to family life education.

"All of the information from the survey was pulled together and I set up a seminar for women teacher-leaders to be conducted in Lesotho in July of this year. The Lesotho Seminar, which NEA is helping to sponsor, will include women from many of the southern African countries. It will focus on changes in curriculum in the educational systems that women teacher-leaders believe are necessary to affect more positive roles for women in education and national life. It will also focus on a program of action to change the curriculum to include practical family life education.

Yates said the developing African nations desperately need family life education for the young women because the impact of Western civilization over the years has destroyed the traditional customs of preparing young girls for adulthood and "there has not yet been anything to take their place."

In recalling her work of the past months, Yates said, "the most exciting and rewarding experience was my work with a fantastic group of women teachers in Soweto, South Africa, in their efforts against racial discrimination and apartheid."

One of her more difficult assignments was interceding with the King of Swaziland in an attempt to get reinstatement for the teachers' organization which had been banned by the King's government for staging a strike.

Her other assignments included helping to reactivate a defunct teacher organization and rendering assistance to the teacher association in Sierra Leone in selling the concept of teacher credit unions throughout the country.

WCOTP was founded in 1947 by NEA as the World Organization of the Teaching Profession (WOTP). Its membership at that time did not include the two major teacher organizations in Europe. However, in 1952, the two major European organizations joined, at which time the name was changed to WCOTP.

NEA, through its Office of International Relations and its membership in WCOTP, maintains close relationships with teacher organizations in countries throughout the world.

Elizabeth (Bettye) Yates, daughter of missionary parents from Richmond, Va., spent much of her childhood in Africa and has made many trips to Africa during her adult life. Her most recent trip was "very rewarding and thoroughly exciting," she said.

in the Classroom

Action on Sex Bias in the Schools." PEER is sponsored by the National Organization of Women's Legal Defense and Education Fund.

It took HEW three years to issue regulations to Title IX of the Educational Amendments of 1972. The regulations were effective July 21, 1975.

PEER charges that from August 1976 through June 1977 HEW officials made virtually no Title IX rulings under an unofficial moratorium.

Sex Bias Charges Ignored

Following are some of the complaints by teachers and students which ended up in bureaucratic limbo, according to PEER:

- "A ninth-grader in Livonia, Michigan, wanted to learn how to handle power tools but shop classes were off limits for girls. 'Women,' she was told, 'should stick to home ec.' She wrote the government for help in 1973. Three years later, HEW wrote back, got no answer, and closed the case. The government never checked to find out if girls were still barred from taking shop."
- " 'Something is wrong! I am doing more work for less pay,' a New Jersey woman wrote HEW in September 1973. She was coaching four girls' teams for one-third of what the school paid men to coach one team. HEW left her complaint in limbo before closing it without an investigation."
- "Twenty-nine Minnesota school districts were discriminating against women in promotions to supervisory jobs, a women's organization told HEW in 1973. Of 152 administrators in those districts, two were women. Investigators did not begin to look into the charges until 1977."

The PEER report cited a 1972-73 NEA study which showed that although women outnumbered men in the classroom by two to one, they served as principals in only 13.5 percent of the nation's schools.

Women principals headed less than 3 percent of the country's junior highs and only 1.4 percent of the senior high schools. "Women superintendents were rarer than whooping cranes," said PEER, "amounting to one-tenth of one percent of the total."

Unequal Treatment

"Access to positions of authority and higher pay is not the only area of school life in which women meet unequal treatment. Discrimination is common in such matters as salary scales, unequal pay supplements, and health and pension benefits. These are bread-and-butter issues to the millions of women employed in the nation's public schools, and their families. Employment related grievances constitute the single largest category of charges filed with HEW under Title IX," said the PEER study.

"Aside from the harm done to individuals, exclusion of women from administrative positions also has a long-term unwholesome effect on the school system. Every day, in schools all over the country, students see about them a power structure that reinforces all of the old stereotypes in their textbooks —women may run their classrooms, but men run the show."

What, Exactly, Is Title IX?

Regulations to implement Title IX of the Education Amendments of 1972 barring sex bias in education went into effect on July 21, 1975.

They affect 16,000 public school systems and 2,700 colleges and universities receiving federal aid. Violations could result in a cutoff of funds or a federal lawsuit to force compliance.

Title IX is the first federal law that requires both positive affirmative action to prevent sex bias, and remedial action to overcome the effects of that discrimination.

For teachers, Title IX prohibits discrimination in advertising and recruitment, hiring, compensation, employment criteria, promotion, tenure, training, sick leave, and fringe benefits.

Institutions can't discriminate against a female teacher because she is pregnant, nor can they inquire about a teaching applicant's marital status.

Students are affected also. Guidance counselors are barred from steering students of one sex only into specific classes or courses and from using separate tests for girls and boys.

Males and females are guaranteed equal access to all courses and extracurricular activities (except that the sexes may be separated when human sexuality is taught).

This includes the right to compete athletically, though body contact sports such as football, wrestling, and boxing may be separated by sex.

Elementary schools should already have complied with physical education requirements, but secondary schools and universities have until July 21, 1978, to carry out the law.

NEA Executive Director Terry Herndon chats with (left to right) Laverne Moore, cochairperson of NEA's Minority Affairs Committee (MAC) and chairperson of the Asian and Pacific Islanders Caucus; August Olim, treasurer of the Asian and Pacific Islanders Caucus and member of MAC; and Kathy Yen, a member of MAC, at the Asian and Pacific Islanders Caucus reception on March 2. Moore and Olim are two of ten Asian and Pacific Islander education community leaders from throughout the U.S. and Pacific territories who were recently selected to participate in the Asian and Pacific American Educational Mini-Conference, sponsored by the Asian and Pacific American Concerns Staff (APACS) in the U.S. Office of Education. The group's charge is to prioritize national education issues confronting Asian and Pacific Americans. Yen was just appointed to the advisory committee of ERIC Clearinghouse on Urban Education at Columbia University to represent Chinese American educational concerns. The March 2 reception at NEA Center followed a viewing of a new film—"Pacific Bridges."

The Minority Affairs Committee, established by the NEA Board of Directors in 1975 to monitor minority guarantees provided in the NEA Constitution and Bylaws, to provide minority input regarding NEA programs and services, and to make recommendations to the Board regarding appropriate means and methods for continuing minority input into the Association, met in Washington March 3-5. Except for Pat Brown, cochairperson of MAC and chairperson of the Black Caucus (second from left), the other persons pictured above are new members. They are (left to right) Laverne Moore, cochairperson of MAC and chairperson of the Asian and Pacific Islanders Caucus; August Olim, treasurer of the Asian and Pacific Islanders Caucus (right of Pat Brown); Jose Correa, chairperson-elect of the Chicano Hispano Caucus; John Stasio, member of the First American Caucus; and Phillip Ojibway, secretary-treasurer of the First American Caucus.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

Migrant Education

I would like to express my personal thanks and those of the caucus as well for the great article on migrant education in the last [January/February] issue of the *Reporter*.

It was particularly interesting to me to have an author "admit" lack of knowledge/information but proceed to investigate through contact, etc. Your sensitivity in treating the lives of the people you wrote about was tops.

Frank Valdés
NEA Chicano Hispano Caucus

Your article on migrants "Choices Not Circumstances" made the work we had done in behalf of unification of NEA-TSTA well worth our efforts. Congratulations on a superbly written article.

Moses Osborn
President-Elect
District One
Texas State Teachers Association

I am a high school language arts and social studies teacher. I have a special interest in minority group problems, activities, and developments.

I was especially encouraged by your treatment of the topic of migrant education for and with the people of Arizona and Texas. I found the feature article factual, informative, and directional in the sense that it highlighted some aspects of migrant education which I was unfamiliar with prior to the reading of the *Reporter*.

Please continue to explain and develop in future issues, the prospects of other dis-advantaged minorities within America.

Patrick L. Murphy
McLaughlin, South Dakota

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

The Migrant Branch, Division of Education for the Disadvantaged of the Bureau of Elementary and Secondary Education, would like to take this opportunity to commend you for your major contribution to the January/February 1978 issue of the "*NEA Reporter*," entitled "Migrant Education: Providing Alternatives."

We are, of course, continually encouraged by the National Education Association's recognition of migrant education as a major issue to be confronted by educators nationwide.

John Ridgway
for *Vidal A. Rivera, Jr.*
Chief, Migrant Branch
Division of Education
for the Disadvantaged
U.S. Office of Education

One Against ERA

I am writing in regard to several articles that appeared in the January/February 1978 issue of the *NEA Reporter*. I must complain. I may be the only one complaining, but I personally highly resent the stand the NEA has taken on the ERA issue. Then to make matters worse, articles and advertisements insinuating that all we NEA members are in favor of this issue, make me cringe. I am not an "old fogey", being only 28 years of age, (but I do have 7 years of teaching experience) but I am definitely against ERA. I feel that you are infringing on the rights of the NEA membership by implying that we are all for it and campaigning in favor of it.

Please place one NEA vote against it.

Faye Farmer
Waxahachie, Texas

Health Insurance Bomb

How can it be? How is it possible that such well-educated people as those leading the NEA could support such an obvious bomb as National Health Insurance? We are supposed to learn from the history we teach.

Isn't it plain to you from the escalating costs of our present welfare bureaucracy, the Amtrack fiasco, and our troubled postal system that we have neither the experience nor financial well-being to make such a plan work?

Walter E. Humphrey
Rainier, Oregon

Wyoming Teachers Win Thousands in Settlements

CHEYENNE, WYO.—Two teachers supported by the Wyoming Education Association and NEA's DuShane Emergency Fund, won settlements of over $30,000 in court actions that alleged violation of their First and Fourteenth Amendment rights of free speech, academic freedom, and procedural due process.

Bruce Lee, a nontenured junior high school art teacher, won $34,500 in compensatory damages and attorney's fees in a federal court action against Sweetwater County School District No. 1.

Lee was nonrenewed after three years because he irritated his principal by complaining to district authorities of the principal's alleged noncompliance with school policies. In two incidents, Lee asserted that the principal gave improper discipline to students buying marijuana and changed a student's grade, from failing to passing, without securing the teacher's consent.

The federal jury based its judgment, rendered in October 1977, on evidence that showed that constitutionally protected activities engaged in by Lee comprised substantial reasons for the nonrenewal.

Bettie Jean Coyne, a continuing contract elementary school teacher with eight years in the Meeteetse school district, won reinstatement and $49,000 in settlements.

Coyne received notice of termination in March 1977 and was charged with bearing negative attitudes toward the administration. Because the board could not cite instances when her teaching performance was unsatisfactory or when Coyne violated administrative directives or school policies, the state district court judge found insufficient grounds under the state tenure statute for termination of Coyne and ordered reinstatement, back pay, and fringe benefits.

NEA Board of Directors Roll-Call Vote

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the *NEA Reporter*.

On February 11, the Board *approved by voice vote* the following motion:

Motion: DICKAU-FITCH—to submit, for vote at the 1978 Representative Assembly, a proposed amendment to Standing Rule 8 that would incorporate Recommendation A, the first of a two-part recommendation from the report of the Special Committee on Resolutions.

On February 12, a motion to reconsider the Dickau-Fitch motion was moved by McKenzie, seconded by Fitch, and carried. Following reconsideration, the Dickau-Fitch motion was *defeated by roll-call vote* as reported below. . . . .

(Because of copy deadlines for this issue of the *Reporter*, the vote listed here is unofficial. Any official corrections will be reported in a later issue.)

(48-NO, 24-YES, 63-NOT VOTING)

VOTING NO

Dotson (AL)
Eddy (CA)
Boggs (CO)
Bradshaw (CO)
Gates (DE)
Murphy (DC)
Myrick (FL)
Wilson (FL)
Wright (GA)
Denny (IN)
Mitchell (IA)
Jones (MD)
Schutt (MA)
Duckworth (MI)
Jackson (MI)
Safronoff (MI)
Bauermeister (MN)
Holman (MN)
Keeling (MO)
Conrad (NV)
Jenis (NH)
Blackburn (NJ)
Gibson (NJ)
Burke (NY)
Carter (NY)
Cleveland (NY)
McKenzie (NY)
Johnson (NC)
Lewis (NC)
Wilson (OH)
Dyer (OK)
Harrison (OR)
Lawrence (OR)
Rollins (OV)
Burse (PA)
Freitag (PA)
Cooper (SC)
Hunt (TX)
Chaffee (VT)
Aucutt (WA)
Fitch (WY)
Gurule (SNEA)
Bowser (EC)
Lipscomb (EC)
Woodard (EC)
McGarigal (EC)
McGuire (EC)
Ryor (EC)

VOTING YES

Butler (AL)
Potter (AK)
Thompson (AR)
Estrellas (CA)
Kuiper (CA)
Logue (CA)
Bell (CT)
Rossomando (CT)
Ducker (ID)
Mack (IL)
Nall (KY)
Traxler (OH)
Pike (TN)
Utley (TN)
Hilger (TX)
Coffey (VA)
Nelson (VA)
South (VA)
Blank (WI)
Pyle (WI)
Newkirk (A-L)
Sproul (A-L)
Harrison (EC)
Wynn (EC)

NOT VOTING (INCLUDES ABSENTEES AND NON-RESPONDENTS)

Rochford (AZ)
Foglia (CA)
Podbielski (CA)
Tinson (CA)
Woodruff (CA)
Cantey (GA)
Husbands (GA)
Fujimori (HI)
Barrow (IL)
Loyd (IL)
Rich (IL)
Hock (IN)
Halliburton (IA)
Peterson (KS)
Steele (KS)
Pessarelli (KY)
Kelly (LA)
Sanders (ME)
Elliott (MD)
Gilmore (MA)
Johnson (MA)
Tanous (MA)
Christian (MI)
Kosa (MI)
Frelix (MN)
Woods (MS)
Johnson (MT)
Kaldahl (NB)
Owens (NJ)
Stilwell (NJ)
Ward (NJ)
Smith (NM)
Koblitz (NY)
Pisa (NY)
Washington (NY)
Jones (NC)
Larson (ND)
Dickau (OH)
McDonald (OH)
Willcox (OH)
Fulton (OK)
Angle (PA)
Farr (PA)
Fox (PA)
Wyland (PA)
Velez (PR)
Mello (RI)
Taylor (SC)
Horgen (SD)
Lewis (TN)
Avila (TX)
Brock (TX)
Foster (TX)
Reininger (TX)
Canning (UT)
Peterson (WA)
Keeney (WV)
Niemeier (WI)
Benson (A-L)
Tate (A-L)
Bateman (SNEA)
Fanning (SNEA)
Bruch (EC)

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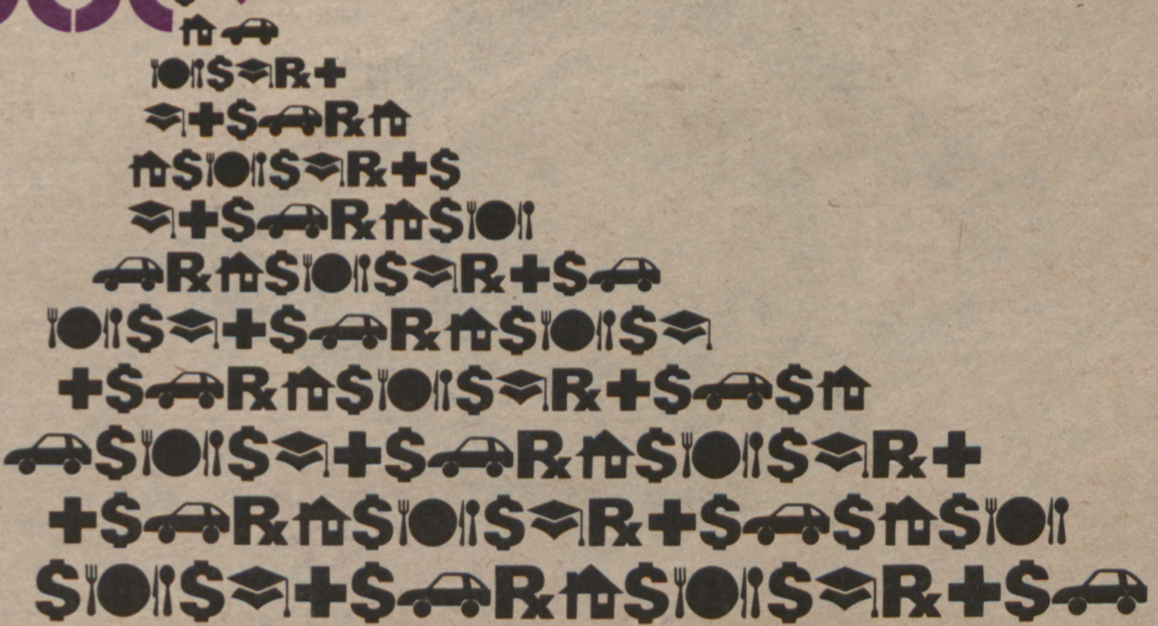

- **Considering today's and tomorrow's rising costs . . . Your Association is offering you this unique plan to help protect the needs of a lifetime.**
- **The New Independent Educators Life Insurance Plan gives you a choice of schedules, with maximum amounts from $10,000 to $50,000, according to your age.**
- **All unified members are eligible, *regardless of any other insurance* they may already have with NEA.**

Do you have the same amount of life insurance you had five years ago? You do? Then you actually have less. Think of it this way. Food prices have risen nearly 50 percent in the past five years. Clothing, schooling and health care are all more costly today.

Choose protection to meet your needs.

NEA's New Independent Educators Life Insurance Plan can provide *$10,000* of protection for *$12* a year, and up to *$50,000* for $52 a year.* Check the plan schedules and contributions to choose the coverage which meets your family's needs.

NEA's New Independent Educators Life Insurance Plan, as decreasing term life insurance, offers reasonably priced protection for those years when your family's needs are greatest. It provides an effective way to supplement other insurance programs you might have (including those provided by your employer).

Benefits from coverage under the New Independent Educators Life Insurance Plan can be used to provide very important money resources for your beneficiaries . . . mortgage cancellation . . . a readjustment fund during the initial difficult period . . . support income for those who depend on you . . . a fund for your children's education costs . . .and other essential needs.

**Maximum amounts apply to members under ago 50 and decrease as member's age increases.*

Who is eligible?

Protection under the New Independent Educators Life Insurance Plan is available to NEA members who derive their principal income from an educational activity. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S and Independent Educators, as well as those not insured, are eligible for this additional coverage under the New Independent Educators Life Insurance Plan.

If you leave the field of education or retire, you may continue your New Independent Educators Life Insurance Plan as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

Coverage of the New Independent Educators Life Insurance Plan:

The coverage provided under the New Independent Educators Life Insurance Plan is decreasing term life insurance. The benefit will be paid to any beneficiary you choose and you may change your beneficiary at any time. Should your insurance terminate because you become ineligible under the plan, you are guaranteed the opportunity to convert to one of a number of individual policies without furnishing evidence of good health. You must convert to the individual policy within two calendar months of termination. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy.

No medical exam is necessary.

However, you must be able to certify all three health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the Independent Educators Plan.

How to enroll in the New Independent Educators Life Insurance Plan:

Complete the enrollment form below (you must certify the health statements) and mail it with your initial semiannual contribution, as noted in the Plan Schedules, to:

NEA Life Insurance
P.O. Box 433
Fort Washington, PA 19034

You may return the certificate up to 14 days after receipt to cancel coverage and receive a full refund of your initial semiannual contribution.

Effective date:

Your insurance becomes effective on the first day of the month following receipt of your enrollment form with initial contribution, and approval of your enrollment form by Prudential Insurance Company of America.

Plan Schedules

FOR NEW INDEPENDENT EDUCATORS LIFE INSURANCE PLAN

Age**	Schedule 1		Schedule 2		Schedule 3		Schedule 4		Schedule 5	
	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†	Coverage	Semiannual Contribution†
Under 30	$10,000	$ 6	$20,000	$11	$30,000	$ 16	$40,000	$ 21	$50,000	$ 26
30 — 39	$10,000	$ 7	$20,000	$13	$30,000	$ 19	$40,000	$ 25	$50,000	$ 31
40 — 49	$10,000	$15	$20,000	$29	$30,000	$ 43	$40,000	$ 57	$50,000	$ 71
50 — 59	$ 6,000	$24	$12,000	$47	$18,000	$ 70	$24,000	$ 93	$30,000	$116
60 — 69	$ 4,000	$36	$ 8,000	$71	$12,000	$106	$16,000	$141	$20,000	$176
Over 70	$ 1,000	$32	$ 2,000	$63	$ 3,000	$ 94	$ 4,000	$125	$ 5,000	$156

**Age of member at time of claim
†Based on age of member on each due date

Policy Form 31300 AS 5-703

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NEW INDEPENDENT EDUCATORS LIFE INSURANCE PLAN
STATEMENTS BY MEMBER TO BE INSURED—National Education Association Life Insurance

1. NAME ______________________
   Last First Middle Initial
2. RESIDENCE ______________________
   No. Street
   ____
   City State Zip Code
3. SEX ☐ Male ☐ Female
4. DATE OF BIRTH ______________________
   Month Day Year
5. BENEFICIARY
   (example: Mary A. Doe, NOT Mrs. John Doe)
   ____
   First Middle Initial Last Name Relationship
6. NEA MEMBERSHIP ☐ Yes ☐ No ☐ Life Member
   Name of State Association ______________
   Name of Local Association ______________
7. I AM ALREADY INSURED UNDER THE NEA INSURANCE PLANS
   Plan A, B, C, or C+ Ident. No ______________
   Plan S Ident. No ______________
   Independent Educators Ident. No ______________
   ☐ I am not insured under the NEA Insurance plans.
8. PLEASE ENROLL ME IN THE NEW INDEPENDENT EDUCATORS LIFE INSURANCE PLAN (check one box)
   ☐ Schedule 1 ☐ Schedule 4
   ☐ Schedule 2 ☐ Schedule 5
   ☐ Schedule 3

For office use only: GRP 76728 IE-MA
Plan Code ________ I.D. # ________ Eff. Date ________

MAIL TO:

NEA LIFE INSURANCE—NIE
P.O. Box 433
Fort Washington, Pa. 19034

I certify by signing below that I can answer YES to the following questions.

1. I am now physically able to perform all the duties of my occupation and I am now working on a full-time basis.
2. During the last five years I have never had or been treated by a doctor for any known condition of the heart or other circulatory disorder, cancer, tumor or diabetes.
3. During the last five months I have not been confined in a hospital or other institution due to illness for more than five days.

I further certify that I am a member of the NEA and I derive my principal employment income from educational activity.

Enclosed is my check for $ ____________ (initial semiannual payment).

Please make check payable to NEA INSURANCE.

I declare the statements above are true and understand they are the basis for providing life insurance under a policy or policies issued by The Prudential Insurance Company of America and owned by the NEA.

Date Signed ______________

SIGNATURE ______________________

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The toll-free number (effective April 15, 1978) will help you get quick answers to your travel questions. You can give us a call from anywhere in the U.S.A. until 9:00 p.m. on weekdays, East Coast time (that way, West Coast members can call after school hours), and from 9:00 to 5:00 on Saturday, East Coast time.

Tax Deductible!

If you can show that your trip is directly related to the maintenance or improvement of your teaching skills, you may be able to deduct some or all of your travel expenses. Most of the expenses for professional development programs with credit can be deducted. For more information, consult NEA's "Federal Income Tax Guide for Teachers." To get your copy, send $3.00 per guide to: NEA Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516. Be sure to indicate order number 1386-7-00 with your order. NEA pays shipping and handling costs.

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Title	Class*	Code	Dates	Price	Departure City	Transportation	Countries to be Visited	Tour Highlights
Japan & Hong Kong Orient Holiday	Combination First and deluxe class	AJH-22—AJH-33	June through August	$955.00–$1,135.00 Plus 15% tax/service	San Francisco, Chicago, Wash., D.C., New York, Detroit, Minneapolis, Philadelphia	Air, based on group affinity air fares (NEA membership required)	Japan, Hong Kong	Visit vibrant Tokyo. Continue to one of the most interesting and exciting places on earth, Hong Kong. Terminate your Oriental adventures in Kyoto, formerly the cultural, religious and ancient capital of Japan. Optional tours offered from Hong Kong to Bangkok and Macao.
Danube to the Volga	First Class	LR-1 LR-2 LR-3	7/5-7/24 7/26-8/14 8/2-8/21	$1,699.00	New York	Air, based on GIT Air Fare, Motor Coach, Canal Trip Inner country flights	Czechoslovakia, Russia, Hungary	Full sightseeing in Prague including a full day in the country to the Bohemian castles of Nelahozeves and Melnik. On to USSR to visit Moscow, Volgograd, Kiev, Leningrad (two theatre performances, excursion Petrovorets). In Hungary tour the twin cities of Buda and Pest. Full day trip to Danube Bend, Visegrad, King Matthias Palace climaxed by a visit to historic Esztergom.
Caribbean Cruises		LCN-1 LCN-2	7/15-7/22 7/29-8/5	$565 & up Port taxes $12.50 Supplemental air from 52 cities.	Miami Miami	M.S. Skyward Fly/sea available	Cap-Haitien, Haiti; San Juan, Puerto Rico; St. Thomas, Virgin Islands; Puerto Plata, Dominican Republic. Shore excursions available on optional basis.	Your 7-day cruise with Norwegian Caribbean will be a memorable vacation—relax or participate in endless activities offered. The variety of ports include historical points of interest; lavish nightlife; endless unspoiled, secluded beaches and, of course, shopping opportunities abound.
Mississippi River Cruises		LCD-1 LCD-2	7/1-7/8 8/5-8/12	$505 & up $505 & up	R/T New Orleans R/T New Orleans	Mississippi Queen Fly/sea from 28 cities on 7-night cruise	St. Francisville; Vicksburg; Natchez; Baton Rouge.	On one-week trip, 2-day New Orleans package will be available at optional cost. Not offered on LCD-3.
		LCD-3	7/8-7/19	$836 & up Port taxes: None	New Orleans to Cincinnati	Mississippi Queen	Baton Rouge; Natchez; Vicksburg; Memphis; Evansville; Louisville.	Combine a storybook adventure and a learning experience as you cruise on the elegant, new luxury steamboat. You'll capture the riverboat flavor of Mark Twain's life on the River and the ante-bellum days of the Old South. Whether your choice is the 7-night or the 11-night cruise, it will be an experience you'll long remember.

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Charter Code	Depart	Return	Cities	Round-trip Price
KAI-10	July 25	Aug. 11	Atlanta-London-Atlanta	399.00
KDH-11	Aug. 2	Aug. 24	Salt Lake City-London-Salt Lake City	499.00

NEA 1978 PROFESSIONAL DEVELOPMENT PROGRAMS FOR CREDIT

NEA SUMMER WORKSHOPS

Location	Code No.	Topic	Dates	Sponsoring Institutions	Credit	Cost
West Africa	A-1	The Cultural History of Nigeria	7/3-7/21	University of Pittsburgh & San Jose State University	3 Semester credits	$1,695.00
U.S.S.R.	R-1	Studies in the U.S.S.R.	7/3-7/21	University of Pittsburgh	3 Semester credits	$1,050.00

NEA SABBATICAL INSTITUTES

Location	Code No.	Topic	Dates	Sponsoring Institutions	Credit	Cost
England	GB	Education, Society, and the Arts in England	9/15-12/20 1978	University of Pittsburgh	9 Semester credits 3 add'l semester credits available	$3,800.00
Mexico/Central America	M/CA	Education in Cultural Perspective	9/15-12/10 1978	Indiana University	12 Semester credits	$2,930.00

* Hotel classification according to the Official Hotel and Resort Guide (OHRG) or similar recognized sources.

Rates and tariffs are subject to change.

Circulation
this issue: 1,768,449
May/June 1978 Vol. 17, No. 4

nea reporter

Published by
National Education Association
Washington, D.C.

Tuition Tax Credits Can Kill Your School

NEA Teacher Lobby Fights Tax Credits

NEA teacher lobbyists from across the nation are working in Washington, D.C., and in their home districts to stop Congress from passing tuition tax credits.

NEA has labeled the proposed legislation "the most dangerous threat in the history of public education."

The legislation, if passed, would allow credit on federal income taxes for a part of school and college costs. NEA says it would imperil "the entire existing federal financial contribution to public education."

One phase of the NEA-state association lobbying drive took place in early April when some 150 teachers joined hundreds of other grassroots members from 32 major education, religious, civil rights, urban, and labor organizations in a Washington blitz of Capitol Hill. With other members of the National Coalition To Save Public Education, the teachers told

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What You Can Do About Tax Credits

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Congress of their opposition to the tax legislation.

The lobbyists focused their attention on the House Ways and Means Committee and the House Rules Committee. Then, on April 11, the Ways and Means Committee rejected passage of tuition tax credits for elementary and secondary schools, an action called "courageous" by NEA President John Ryor.

Ryor also called the House committee's rejection of tax credits for elementary and secondary schools "an excellent first step" toward eliminating decisively the current efforts aimed at weakening the public school system through diverting public funds for private education institutions.

Ryor warned, however, that the issue is far from closed. The House will still be considering aid to education measures that include tax credit for tuition paid by college-level and other postsecondary education students, he said. Further, members of the Senate will be considering the Packwood-Moynihan-Roth bill, legislation that includes tax credits of up to $500 of federal money for students in nonpublic schools.

Earlier, Ryor sent letters to every Senator and Representative, urging them to oppose tuition tax credits "of any sort."

The Ryor letter explains that "teachers oppose tuition tax credits because they are unsound constitutionally, unsound fiscally, and unsound as a matter of public policy."

The letter adds:

"Tuition tax credits for elementary-secondary education must be defeated. No doubt they would be ruled unconstitutional on both establishment and excessive entanglement grounds. In addition, tuition tax credits would be blatantly unfair to public school students, who receive only about $128 worth of goods and services paid for by the federal government, as compared with the proposed tax credit of up to $500 of federal money for students in nonpublic schools.

"Tuition tax credits at the postsecondary level, for all that they are purported to help the middle-income taxpayer, would in fact provide only illusory relief to a minority of taxpayers in that class. The aid is illusory because $500 would not realistically help a family very much with college costs."

A more meaningful answer than tax credits, says Ryor, would be "real tax reform legislation for all Americans and not just a phony gift for a privileged few."

In the meantime, he notes, the Administration's higher education bill provides the answer for relieving the pressure of higher education costs for moderate- and low-income taxpayers. It would increase tuition aid to postsecondary students by $1.4 billion and, by increasing family income limits, make it possible for more students to get real assistance. "This proposal," points out Ryor, "is equitable, appropriate, and constitutional."

"It is ironic that legislators sworn to watch the public treasury are so willing to give public funds to private interests at the expense of financially hard-pressed public schools and their students," NEA President John Ryor asserts at opening session for teacher lobbyists at NEA Center. Some 200 NEA teachers from 25 states joined 500 representatives of the National Coalition To Save Public Education during a three-day lobbying blitz.

The coalition representatives form lobbying teams by Congressional Districts following their mass meeting. Teachers joined with labor, civil rights, and parents groups in voicing their opposition to tuition tax credits.

Rep. William Ketchum (R-Calif.) (second from right) confers with CTA and NEA representatives outside Ways and Means hearing room. At left: Bill Fisher and Rick Kemmel, CTA legislative contacts team members; at right: Roy Archibald, NEA Government Relations.

nea reporter

Published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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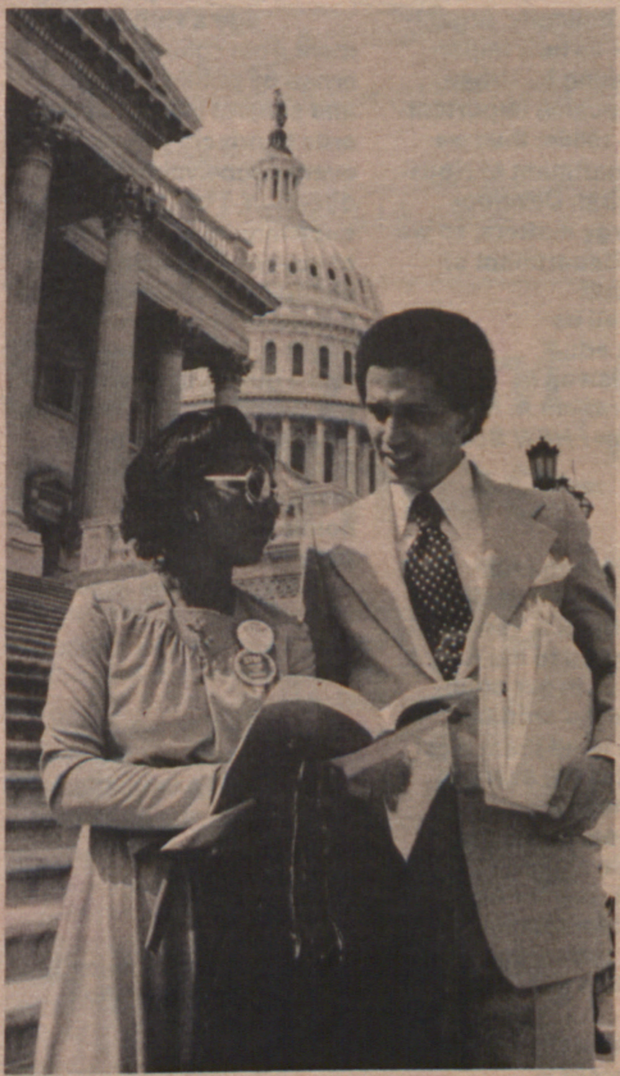
NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.**
Photo credits: Pages 2, 3, 5, 13, 14, 15, 16, 17 (left and bottom right), **Joe Di Dio**; page 6, **Al Connell**; page 17 (top and center right), **William A. Ashbolt.**

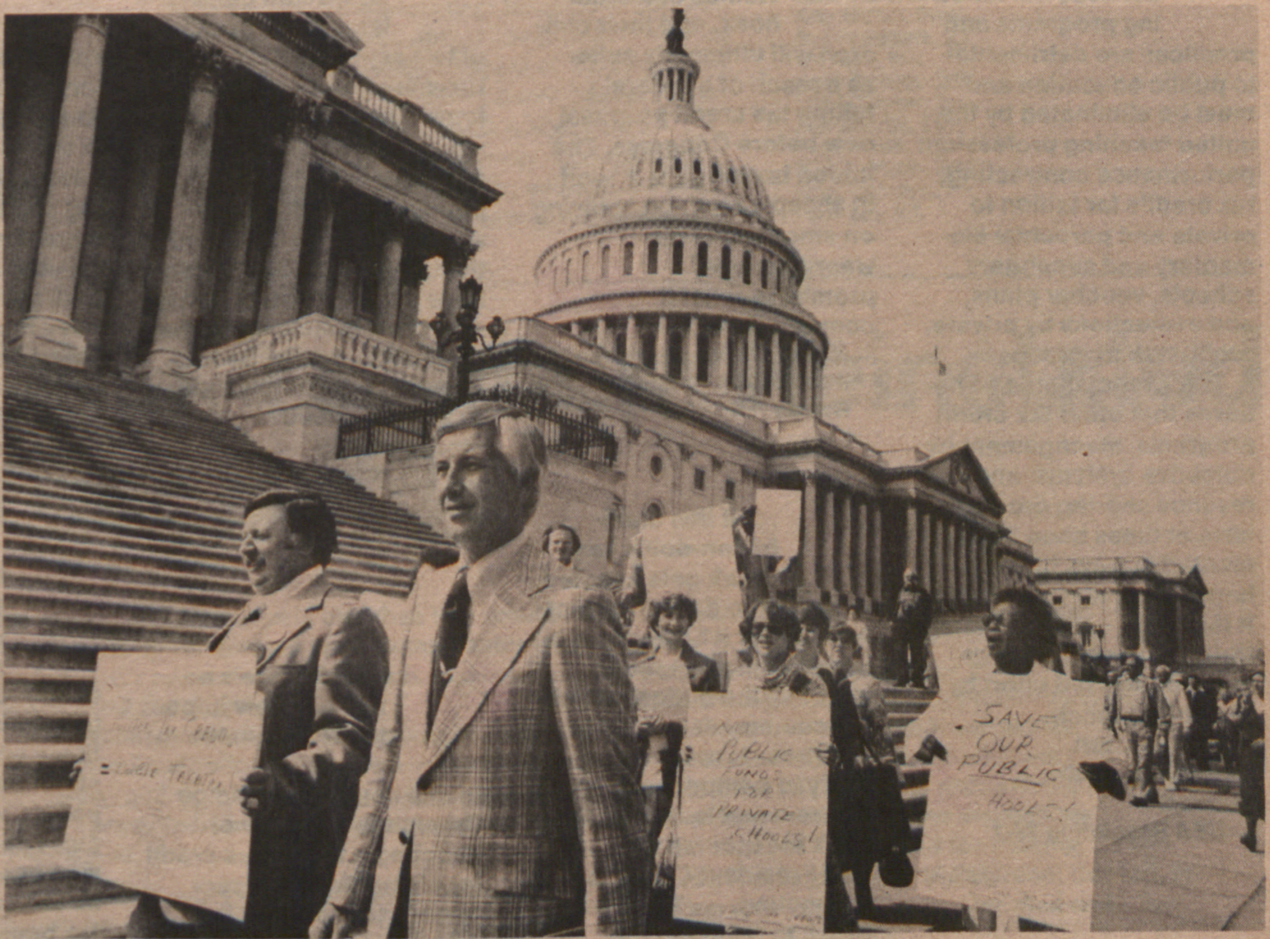
Rep. William D. Ford (D-Mich.) tells coalition leaders to hold firm in their opposition to tuition tax credits. A leading opponent of tax credits at all levels, Ford supports the Administration's student assistance program for higher education.

Texas State Teachers Association representatives with Rep. Omar Burleson (D-Texas), a member of the House Ways and Means Committee. From left: TSTA President Carolyn Harrell; Representative Burleson; Fred Sterman, legislative contact; and Joanne Holshouser, TSTA legislative staff.

At a news conference called by the coalition, NEA President John Ryor declares that tuition tax credits "constitute a major, catastrophic shift in the educational policy of this nation away from a commitment to public schools and assistance based on need."



Lorene Osborne, a classroom teacher and president-elect of the Memphis Education Association, confers with Rep. Harold Ford (D-Tenn.), a member of the House Ways and Means Committee.



SCEA Executive Director Michael Fleming leads South Carolina teachers in protest of tuition tax credits during the lobbying blitz on Capitol Hill.

What You Can Do

NEA is asking teachers across the nation to act now to help kill tuition tax credit bills which are facing both the U.S. Senate and the House of Representatives.

The bills pending in Congress would allow up to $500 of federal income tax credit for tuition paid to any public or private school.

Some proposed bills would allow credit only for college and other postsecondary school costs; others allow credit for elementary and secondary school tuition. All are dangerous—"the most dangerous threat in history to public education," NEA has said.

Here is how you can help:

• **Confront each Representative and Senator with your personal opposition** to tuition tax credits. Let them know that teachers are angry and will not tolerate such unjust and unsound legislation.

• **Seek support from other organizations** in the education community that oppose tax credits—school boards, PTA's, and school administrators. Their national organizations have testified before Congress in opposition to tax credits.

• **Keep the focus on the issue**—tuition tax credits. Bill numbers are unimportant and could even be misleading because of the number of legislative proposals now introduced and amendments which may be offered later. Members of Congress are well aware of the issue and will need no other identification of it than "tuition tax credits."

• **Be sure to get your message to all members of Congress** in your state. Tell them that NEA and its affiliates, along with the rest of the education community, insist that there's a better way to help middle-income families: improving current student assistance programs in higher education and appropriating more money for them, and a substantial increase in funding existing programs at the elementary-secondary levels.

What are some of the arguments you can use against tuition tax credits? Look at these:

• **Tax credit bills deceptively promise relief to middle-income families** hit hard by high tuition costs, particularly at the college level. But most American families will not benefit from legislation that provides tax credits at all levels. Only 27 percent of the student population would qualify.

• **The benefits would be short-lived.** Tuition charges are increasing and will skyrocket if the tax credit becomes law. This is true at all levels.

• **Tuition tax credits would rob the Treasury of at least $4.7 billion a year.** Massive amounts of money would go to the private sector at the expense of public education. We will lose the federal budget increases we want and need if Congress passes the bill. Like the 25 percent increase President Carter asked for—and the one-third federal funding NEA wants for public education.

• **Tax credits are blatantly unfair to public school kids,** who get only $128 apiece in federal education benefits and services like ESEA and impact aid. Nonpublic school kids would get up to $500 under the proposed legislation.

• **Children who leave public schools and enroll in private schools reduce state aid,** which is based on actual public school attendance. Local budgets could be reduced by as much as $2,000 for each transferred child.

• **Tax credits would shift Congressional decision making** from the education committees to the tax-writing committees. Another loss for teachers, whose influence on the education committees has been gaining.

• **NEA believes tax credits are unconstitutional** at the elementary-secondary level. Most benefits would go to kids enrolled in church-related schools. The U.S. Supreme Court has held such tax credits unconstitutional, and the U.S. Attorney General has just issued an opinion in accord with the Court rulings.

Other arguments against this legislation are provided in the quotations below.

"The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, tax credits for tuition to private and parochial elementary and secondary schools, voucher plans, and evaluations by private, profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching profession to prevent such abuses."

—NEA Resolution 77-1

"Nevada taxpayers are going to be the victims of a cruel hoax, and their children will ultimately suffer as a result of a federal tuition tax credit proposal now before Congress. The tuition tax credit is a 'wolf in sheep's clothing,' playing on emotions of tax-weary parents, promising relief it cannot deliver."

—Nevada State Education Association President Robert I. Rose

". . . if this multi-billion-dollar tax break gets enacted, who do you suppose will pay for it? Congress is certainly in no mood to increase the budget deficit to accommodate it. Instead, Congress is much more likely to compensate for this revenue loss by scaling back the income tax cuts that President Carter is requesting. . . . To give a break to families with children in college, everybody's tax rates would be left a little higher than they otherwise would have been."

—Washington (D.C.) Post editorial

". . . tax credits for private school tuition would quickly lead to the creation of two separate but unequal tax-supported school systems. The private schools would siphon off increasing numbers of middle-class pupils, leaving the public schools with the poor and the rejected. Public schools have trouble enough. Whatever their deficiencies, they remain the best hope for keeping opportunity open to all. They need more support, not more competition."

—New York Times editorial

"I think there's no more hollow hope to provide to the parochial schools of this country than to go through the gesture of enacting a tuition tax credit for elementary and secondary schools that the Attorney General has found so clearly violates the Constitution of the United States."

—Joseph Califano, Secretary of Health, Education, and Welfare

"Organization is both symbol and reality. Symbolically, organization tells us how important something is. Urban America became important in the mid-1960s; thus we have a Department of Housing and Urban Development. Energy matters, so we created a Department of Energy. What does this tell us about how education is viewed?"

—Sen. Abraham A. Ribicoff, a former HEW Secretary.

"I think the tuition tax credit itself as a subject is very detrimental to the future of education in our country. It gives the credit to those who need them least and it makes the average parent, who is a working-class person, particularly who has his children in public schools, pay for high tax benefit for families in a higher tax group who have their children in private schools.

"So, I think the whole concept is fallacious, and I don't like it."

—President Jimmy Carter

"Tuition tax credits would feed inflation. They would encourage a shift in enrollment from schools governed by public officials and subject to legal standards to private schools of every conceivable kind of direction. They would produce infinite entanglement of government with private agencies, including but not limited to churches. They might result in changing into a dumping ground for the desperate and rejected what has been the prime agent of initiating members of all economic classes into a pluralistic society."

—Chicago Tribune editorial

"Tuition tax credits would set the stage for an educational civil war as the battle for public funds extends to every state and local school district."

—The National Coalition To Save Public Education

Legislation for Department of Education On the Move

WASHINGTON, D.C.—Legislation strongly backed by NEA to create a Cabinet-level Department of Education is moving briskly through Congress.

• The Carter Administration has testified in favor of S 991, telling the Senate Governmental Affairs Committee that the President wants the thirteenth Cabinet Department to bring together 164 education programs under one roof.

• Senator Abraham Ribicoff (D-Conn.), chairman of the Governmental Affairs Committee and chief sponsor of S 991, has said that the hearings on the bill will soon end, the bill will be marked up, and it will be on the floor of the Senate as early as June.

• The House Government Operations Committee is expected to take up the Cabinet-post legislation at about the same time the whole Senate deals with it—in June.

The Administration's spokesman before the Senate Governmental Affairs Committee was Office of Management and Budget Director James McIntyre. On April 14, he fulfilled President Carter's campaign promise by presenting the White House proposal for a separate Department of Education.

The Administration's plan would create a Department of Education with a $17.5 billion budget.

NEA President John Ryor called the White House proposal "a significant move toward achieving priority status for education" at the federal level. Ryor urged rapid Congressional approval of S 991.

The Administration's proposed Department of Education would have a larger budget than seven Cabinet Departments: Transportation, Agriculture (minus child nutrition), Energy, Interior, Commerce, Justice, and State.

"The nucleus of the new Department of Education is the entire $12 billion Education Division of the present HEW, including all 130 programs of the Office of Education, the Office of the Assistant Secretary for Education, and the National Institute of Education," said McIntyre.

The new Department would have a larger staff than these four Departments: State, Labor, Energy, and Housing and Urban Development.

Programs included in the Administration's proposal are:

• Certain science education programs of the National Science Foundation
• HUD's College Housing Program
• U.S. Department of Agriculture Graduate School and child nutrition programs
• Education-related activities of HEW's Office for Civil Rights
• Project Head Start
• Department of Defense's overseas dependents schools
• Department of Interior's B.I.A. schools.

Education's role is limited now at the federal level, Budget Director James McIntyre tells Senators. "It is sandwiched between the major health and welfare activities in HEW, and with so many education programs in other Departments."

You Can Help: Contact Key Congresspersons

As legislation that will create a Cabinet-level Department of Education moves through Congress, teachers can help by continuing to contact Representatives and Senators who will be voting on the bill.

Especially important at this time are the members of the House Government Operations Committee (see names at right). These Representatives are expected to take up the Cabinet-post legislation soon after it goes to the full Senate for action.

NEA legislative experts urge teachers to contact these Congresspersons during the summer—asking their support of the establishment of a Department of Education. Contact them by letter, Mailgram, or in person. Remember, too, that school board groups, PTA's, and associations of school administrators support this legislation; you may be able to work in coalitions with them to press for the bill.

House Government Operations Committee

Democrats
Jack Brooks, Tex., Chairman
L. H. Fountain, N.C.
John Moss, Calif.
Dante Fascell, Fla.
William Moorhead, Pa.
Benjamin Rosenthal, N.Y.
Fernand St. Germain, R.I.
Don Fuqua, Fla.
John Conyers, Mich.
Leo Ryan, Calif.
Cardiss Collins, Ill.
John Burton, Calif.
Richardson Preyer, N.C.
Michael Harrington, Mass.
Robert Drinan, Mass.
Barbara Jordan, Tex.
Glenn English, Okla.
Elliott Levitas, Ga.
David Evans, Ind.
Toby Moffett, Conn.
Andrew Maguire, N.J.
Les Aspin, Wis.
Henry Waxman, Calif.
Jack Hightower, Tex.
John Jenrette, S.C.
Floyd Fithian, Ind.
Michael Blouin, Iowa
Peter Kostmayer, Pa.
Ted Weiss, N.Y.

Republicans
Frank Horton, N.Y., Ranking Minority Member
John Erlenborn, Ill.
John Wydler, N.Y.
Clarence Brown, Ohio
Paul McCloskey, Calif.
Garry Brown, Mich.
Charles Thone, Nebr.
Jack Cunningham, Wash.
Robert Kasten, Wis.
Thomas Kindness, Ohio
Tom Corcoran, Ill.
Danforth Quayle, Ind.
Robert Walker, Pa.
Arlan Stangeland, Minn.

South Point, Ohio, Teachers Reinstated After Three-Year Battle

COLUMBUS, OHIO—A federal judge here has ordered reinstatement for some 80 South Point teachers fired for striking in May 1975.

In a March 27 order, U.S. District Court Judge Timothy Hogan ordered that the South Point school board shall "offer reinstatement to the teachers effective at the beginning of the 1978-79 school year, and those teachers who exercise the option to be reinstated should be restored to employment in the same contractual status they enjoyed on May 2, 1975."

Members of the South Point Association of Classroom Teachers, who struck over the school board's refusal to bargain in good faith, were dismissed under Ohio's Ferguson Law. Numerous court cases and appeals followed, filed both by the school board and by the South Point teachers, with backing from the Ohio Education Association and NEA.

Meanwhile, the fired teachers organized a political action campaign. It paid off when two school board seats up for election went to candidates who had run on a reinstatement platform, making the board 3 to 2 for the teachers.

The reconstituted board, in response to Judge Hogan's order, has indicated that it will not appeal the ruling, and that it will begin to fill vacancies as soon as possible from those teachers wishing reinstatement.

"The battle won't really be over until South Point's 75 striking teachers march up the steps to the school building this September with a master agreement in their hands," cautions Terry Lee, UniServ coordinator for southern Ohio, who has spent three years helping South Point's teachers fight for their professional lives.

Three years during which teachers laid the lie to the dictum, "Those who can't do, teach." They dug ditches, delivered mail, worked as motel maids, babysat, and sold everything from peaches to auto parts. A few, including Beverly Lynd, president of the South Point Association of Classroom Teachers, even managed to teach—at private schools in Huntington, West Virginia, across the Ohio River.

"This strike shows the teachers of Ohio that NEA/OEA will back any group to the hilt, regardless of how small it is," Lee emphasizes.

Of the 82 teachers fired for striking, 75 are expected to return to their classroom this fall, replacing their replacements. One died and a few retired, but no one left.

"Most South Point teachers come from this area," says Lee, explaining why the strikers prevailed. SPACT's members continued to hold meetings and elect officers, just as though they were still teaching.

"To say they have strong roots here is an understatement. Besides that, they felt all along they were going to get their jobs back," Lee stresses.

Teachers and Professors Protected, Thanks to NEA

Federal Law Prohibits Forced Retirement Before 70

WASHINGTON, D.C.—President Carter has signed into law a bill prohibiting retirement plans and policies from requiring most workers to retire prior to age 70. Elementary and secondary school teachers are protected by the new law effective January 1, 1979; tenured higher education faculty are protected effective July 1, 1982.

NEA sought protection for teachers at all levels, but the Senate version of the bill excluded higher education faculty entirely. The 1982 protection for higher education faculty was worked out in a House-Senate conference.

Meanwhile, NEA is supporting a bill introduced by Rep. Claude Pepper (D-Fla.) that would amend the new law by protecting all teachers and professors effective next January 1.

As signed by the President, the new measure (PL 95-256) will:

- Raise the upper age limit for coverage for non-federal employees to 70 from 65, thereby extending legal protection against mandatory retirement and other age-based employment discrimination such as in hiring or promotion, effective Jan. 1, 1979
- Eliminate the upper age limit for coverage for most federal civilian employees
- Make clear that a provision of the 1967 act was not intended to permit pension or seniority plans to require retirement before the upper age limit
- Permit until Jan. 1, 1980, mandatory retirement requirements under collective bargaining agreements signed before Sept. 1, 1977
- Allow forced retirement for employees over age 65 who had been high-level executives for more than two years, if their pensions were at least $27,000 a year
- Allow, until July 1, 1982, forced retirement of tenured college or university faculty who were between 65 and 70
- Provide for jury trials of issues of fact in suits brought under the act
- Retain the statutory age limits for certain federal employees, including Foreign Service and Central Intelligence Agency officers, air traffic controllers, law enforcement personnel, and firefighters
- Require the Secretary of Labor to report by Jan. 1, 1982, on the effects of raising the age ceiling and on the feasibility of eliminating the upper age limit entirely.

400 Attend NEA National 'K-G' Conference on Collective Bargaining

DENVER, COLO.—Some 400 association members and staff from over 40 states gathered here the weekend of April 14-16 for the first NEA National Collective Bargaining Conference, mandated by the 1977 Representative Assembly. What emerged from the weekend, according to many participants, was a fresh sense of the immense pool of bargaining skills, data, and experience which NEA and its affiliates have amassed over the past 15 years.

The conference is believed to be the first ever to bring together faculty at every educational level from kindergarten through university to share and enlarge their knowledge of collective bargaining in public education. Novices preparing for their first round of contract talks rubbed elbows with seasoned veterans of the bargaining process.

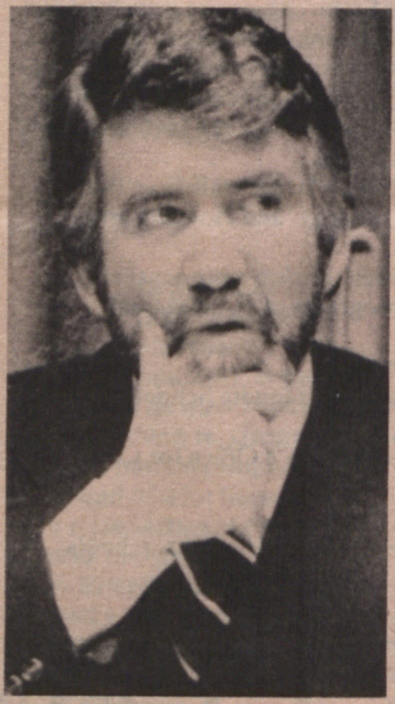
Ralph Flynn, executive director of the California Teachers Association, in a keynote address, pointed to four areas where bargaining locals still tend to fall short: "union security clauses, grievance arbitration machinery, fringe benefit packages, and training."

General sessions at the conference focused on the prospects for bargaining legislation at the federal level; bargaining programs and problems in Pennsylvania, Virginia, and Ohio; the political implications of fact-finding; Michigan's coordinated bargaining approach; and experience with impasse arbitration in Minnesota, Iowa, and Wisconsin.

Small-group sessions gave conferees a choice of "how-to" topics such as: organizing for bargaining; writing contract language for higher education; bargaining for job security; costing out contract proposals, improving fact-finding techniques; developing research services for higher education bargaining; and interpreting and using the consumer price index. A well-attended workshop on basic bargaining skills included mock negotiations sessions in which teachers put their newly learned strategies and tactics into practice.

Wrapping up the conference, Minnesota Education Association President Donald Hill reminded participants not to lose sight of what collective bargaining is really all about: "We're bargaining for equality. We're bargaining for each other. And we're bargaining for the students we teach. Collectively, we can make a difference."

Virginia Education Association President Mary Hatwood Futrell tells NEA conferees about Virginia teachers' efforts to win back collective bargaining rights they lost last year when the Virginia supreme court ruled public employee bargaining illegal.



Michael McKeown, Indiana State Teachers Association director of higher education, leads workshop discussion about 24 state bargaining statutes that now cover higher education faculty. Of those registered for the bargaining conference, about one in seven was from higher education.

New England arbitrator, fact-finder, and mediator Arnold Zack explains the growing impact of politics on the process of resolving bargaining impasses in the public sector.

The 400 conferees got a fresh sense of the immense pool of bargaining skills, data, and experience NEA and its affiliates have amassed.

"Children and Smoking" Leaflet Free

A leaflet, "An Open Letter to Parents About Children and Smoking," from Secretary of Health, Education, and Welfare Joseph A. Califano, Jr., is available free in single copy. NEA members may write to NEA Distribution Center, Dept. DB, The Academic Building, Saw Mill Road, West Haven, CT 06516. Enclose a stamped, self-addressed business-sized envelope.

NEA Convention in Dallas

DALLAS, TEXAS—Nearly 9,000 teachers, professors and other educators will meet here July 1-6 at NEA's Annual Meeting.

Delegates representing teachers from every state association set policy for NEA. The largest deliberative body in the world, the Representative Assembly can override NEA's Board of Directors, Executive Committee, and president.

Delegates will be asked to approve a flexible system of endorsing U.S. Presidential candidates, a method backed by NEA-PAC and the NEA Board of Directors.

In 1976, NEA endorsed Jimmy Carter after both national political parties nominated their candidates. Many national organizations which endorse Presidential candidates do so well before the two major political party conventions end, thus increasing their clout with a potential President. The proposed endorsement procedures would permit the Representative Assembly to endorse a Presidential candidate prior to or after party nominating conventions.

Under the four endorsement options, NEA-PAC may recommend an endorsement. Assembly delegates have the final say in accepting or rejecting NEA-PAC's recommendation.

If the endorsement vote took place before the Annual Meeting in July, then the interim assembly from the previous year would be polled. Fifty-eight percent of the assembly teachers would have to endorse a candidate (with two candidates on the ballot) before NEA would back a Presidential hopeful.

Part of the package being presented would also allow only NEA-PAC-recommended and NEA Board-authorized candidates favorable to education to receive support during the Presidential primaries. NEA was unable to contribute even one dollar or give any other support to proeducation Presidential candidates during the 1976 primaries.

If the option package is approved, it would give NEA as an organization more flexibility in using its endorsement when it counts the most.

In other Annual Meeting activities, a secretary-treasurer and two Executive Committee members must be elected (see page 8 for details).

On Monday evening, July 3, the Texas State Teachers Association and NEA will jointly host a Texas hoe-down and Western disco.

Tickets are available for the Human and Civil Rights Awards Dinner on the evening of July 4 (see page 15 for discount coupon and details).

On Wednesday evening, July 5, the Delegates Ball for NEA-PAC's benefit, featuring a band, will honor teacher political workers across the land (see coupon below).

NEA's executive officers will be staying at the Hyatt Regency. Bus service will be available to all official meetings from official hotels.

Arrangements are being made for child care at the convention center and for camping; (for further information, call NEA's convention office, (202) 833-4321).

All will not be hard work and drudgery: TSTA is offering discount tickets ($8.50 tickets for $6.25) to Six Flags Over Texas, an amusement park with rides and shows. Teachers must buy these discount tickets at the Dallas convention center before heading for the park.

Higher Education Council Elections Scheduled for Dallas

Higher education delegates to the 1978 NEA Representative Assembly will be voting to fill both at-large and regional seats on the Higher Education Council. This elected body was created in 1974 to guarantee higher education faculty a formal channel through which to voice their concerns to key Association decision-makers and staff.

This summer's at-large elections will be for council chairperson and vice-chairperson. Six of the 10 regional representatives' seats will also be open. Those elected will serve two-year terms beginning September 1.

ADVANCE TICKET REGISTRATION FORM
The Delegates Ball
featuring
"A SALUTE TO NEA-PAC"
Dallas Hilton Hotel Ballroom July 5, 1978 9:00 p.m. - 1:00 a.m.

$15.00 SINGLE—ADVANCE SPECIAL "TWO FOR $25.00"—BEFORE JUNE 15

BENEFIT—NEA POLITICAL ACTION COMMITTEE

Please mail ...... tickets Check enclosed .... (amount)
Make check payable to "National Education Association"

NAME ....

ADDRESS ....

MAIL TO: NEA-OCCM (Room 601), 1201 - 16th Street, N.W., Washington, DC 20036
(A copy of the NEA-PAC report is filed with the Federal Election Commission and is available for purchase from the Federal Election Commission, Washington, D.C.)

Day-by-Day Schedule

SATURDAY, JULY 1
- 12 noon-7 p.m. Delegate, Successor Delegate, Non-Delegate Registration
- 12 noon-7 p.m. Exhibits
- 12 noon- Campaigning Begins
- 5-8 p.m. NEA-PAC
- 5-7 p.m. Individual Regional Meetings (as requested)
- 7-9 p.m. Combined Regional Meetings—Candidate Presentations

SUNDAY, JULY 2
- 7-10 a.m. State Delegation Meetings
- 8 a.m.-7 p.m. Delegate, Successor Delegate, Non-Delegate Registration
- 9 a.m.-7 p.m. Exhibits (Meet the Candidates 5-7 p.m.)
- 10:30 a.m.-12:30 p.m. Orientation for New Delegates
- ALL DAY Campaigning
- 1-3 p.m. Open Hearing on Budget
- 3-5 p.m. Open Hearing on Constitution, Bylaws, and Rules
- 3-5 p.m. Open Hearing on Resolutions
- 5:30 p.m.- Board of Directors Meeting
- 7 p.m.- Resolutions Editing Committee Meeting

MONDAY, JULY 3
- 7-9 a.m. State Delegation Meetings
- 9 a.m.-5 p.m. Non-Delegate Registration
- 9-11 a.m. Exhibits
- 9 a.m.-5 p.m. Resolutions Committee Meeting
- ALL DAY Campaigning
- 11 a.m.-5 p.m. Representative Assembly
- 7 p.m.-1 a.m. Friendship Night

TUESDAY, JULY 4
- 7-9 a.m. State Delegation Meetings
- 7-12 noon Voting for Officers
- 9 a.m.-5 p.m. Non-Delegate Registration
- 10 a.m.-5 p.m. Representative Assembly
- 7-11 p.m. Human Rights Awards Dinner

WEDNESDAY, JULY 5
- 7-9 a.m. State Delegation Meetings
- 7-12 noon Voting on Amendments and Run-Off Elections (if necessary)
- 9 a.m.-5 p.m. Non-Delegate Registration
- 10 a.m.-8 p.m. Representative Assembly
- 9 p.m.-1 a.m. Delegates Ball

THURSDAY, JULY 6
- 7-9 a.m. State Delegation Meetings
- 9-12 noon Non-Delegate Registration
- 10 a.m.-6 p.m. Representative Assembly

NEA Convention in Dallas

Eight File for NEA Offices

Delegates to the 1978 NEA Representative Assembly in Dallas will elect a secretary-treasurer and two members of the Executive Committee. The secretary-treasurer will serve a two-year term beginning September 1, 1978. The two Executive Committee members will serve three-year terms beginning September 1, 1978.

Pursuant to the requirements of Article V, Section 1(c), (d), or (e), of the Constitution, nominations and elections may be held for at-large representatives of ethnic minorities, administrators, or classroom teachers in higher education on the Board of Directors. Nominations and elections also may be held for at-large ethnic-minority representation on the Executive Committee pursuant to the requirements of Article VI, Section 1(b), of the Constitution.

Nominations may be made by delegates in accordance with Standing Rule 10. Candidates for office shall have been active members of the NEA for at least five years immediately preceding the election. In accordance with Standing Rule 10, nominations will be made at the first meeting of the Representative Assembly, Monday, July 3. Each candidate for office must have filed a certificate of eligibility with the Executive Director no later than at the time of nomination.

NEA Standing Rule 10.D., Advance Publicity, contains the following provisions:

> Candidates for executive office or membership on the Executive Committee may file their intention in writing with the Executive Director of the NEA, along with a picture and candidate statement. The Executive Director of the NEA shall publish in an NEA publication sent to Active members the picture and candidate statement of each candidate who has filed and presented such statement by April 1. The eligibility of such candidates shall be verified prior to publication.

The persons whose pictures and statements are presented here have filed for office by April 1, 1978. Other candidates may file at any time. Candidates for each office are presented in the order in which they filed for office.

Secretary-Treasurer:

John T. McGarigal

John T. McGarigal, the present NEA Secretary-Treasurer, has established a reputation as a strong classroom teacher advocate and has proven that he knows the business of education. He has a keen insight into the financial needs of the Association and continues to alert governance to critical areas of financial concern.

In addition to making the NEA financial statements easier to understand by all members, he has shared and released more pertinent information on our financial structure than has been done at any other time in NEA's history.

John's extensive business experience, varied teaching assignments, and involvement in all levels of the united teaching profession have contributed to his effectiveness.

Executive Committee:

(Two to be elected to three-year terms)

Odetta Fujimori
Hawaii

Odetta Fujimori: classroom teacher, lobbyist, negotiator, advocate, civic leader, state leader, national leader. The first president of HSTA, she built the organization from non-existence to the point where the Official Hawaii Labor Directory has stated, "Today HSTA is recognized as the leader in public sector bargaining." Odetta led the first successful statewide teachers strike in the nation.

As Hawaii's NEA Director her extensive background and proven ability to respond to problems and crises have earned her the respect of teachers across the country.

Odetta's candidacy has been endorsed by the NEA West Coast Regional Advisory Council. She is tough, dedicated, professional and committed. Make her YOUR leader.

Bill Bell
Connecticut

Classroom teacher of English, Bill Bell is a "teacher advocate" who has negotiated contracts, processed grievances, and walked the picket line. As a leader on all levels—local, state, and national—Bill is committed to the view that the continued existence of any organization must be predicated on the concept of "service to members." He believes that the essential criterion to be employed in any decision making is the simple but basic question—Is this good for the members?

Bill is also aware that the destiny of the teaching profession depends upon the extent to which teachers get involved in the political arena.

Bill urges all educators to tell the world that "we are somebody."

Carl Downing
Oklahoma

NEA must concern itself with the improvement of educational opportunities for all; without regard to sex, race, age, creed, national origin or to a physical, mental or emotional handicap. This duty can best be performed by continuing to strive for the improvement of the teaching profession and the welfare of teachers. Members of the united teaching profession have the right and must assume the responsibility for the control and policing of the profession.

Classroom teachers are the one vital component of the educational process.

NEA must continue to be a strong teacher advocate organization by strengthening each local. It is my goal to help NEA be more sensitive and responsive to the needs of individual teachers.

Alonzo D. "Butch" Paige
South Dakota

I am uniquely qualified to serve on the NEA Executive Committee. I have represented teachers in nonrenewal and grievence hearings and have been a negotiator in three local associations. As President of the South Dakota Education Association I have been a lobbyist in the state legislature. I have been on an NEA Congressional Contact Team, am in regular contact with the South Dakota Congressional Delegation, and am currently South Dakota's NEA-PAC representative.

I am proud of my accomplishments as a teacher advocate —my experiences have provided me with an understanding of problems that teachers face.

I want to serve YOU on the Executive Committee—together we'll achieve a first rate education for every child.

Judith M. Owens
New Jersey

I teach fourth grade in Asbury Park, New Jersey, and am immediate past-president of that state's more than 100,000 NEA-affiliated members.

NEA is finishing a long period of internal change. Now, we must focus on what members and students need—improvement of instruction, better school funding by achieving NEA's goal of one-third federal funding of education, a national collective bargaining law, improved economic benefits, and maximum political clout.

We must improve teacher image—nationally, NEA should develop and implement a strong program for all members.

My bottom line is this: Let's concentrate on issues that make a difference for teachers and children. I need your support to get on with that job.

Stephen H. Edwards, Jr.
California

As twice-elected president of the California Teachers Association, I presided during the enactment and implementation of a collective bargaining law and school finance measures unequaled in the history of California. Today, CTA represents 185,000 teachers at the bargaining table.

When elected to the Executive Committee, I will continue providing leadership for teachers in the UTP consistent with goals and objectives established by the Representative Assembly.

These are critical times for public schools. The UTP must have strong, committed leadership to resolve the major issues which we face. Attacks on teachers' rights, school violence, and federal funds for education can be dealt with successfully in the tradition of NEA's finest leadership.

Vivian R. Bowser
Texas

I believe it is our charge and obligation to practice our profession through assignments in education that range from early childhood to adulthood. Through our NEA, with 53 state affiliates and thousands of local affiliates, we have the organization, resources, and expertise to meet the challenges facing us and the issues of unresponsiveness and insensitivity in places of decision making that affect the quality of education.

It is my desire to serve our members from the governance position of the Executive Committee and Board of Directors ex officio. I will articulate the course of movement as set by the Representative Assembly through Goals, Resolutions and New Business. I can be trusted to advocate our issues and concerns.

Proposed NEA Resolutions, 1978

WASHINGTON, D.C.—NEA's 137-member Resolutions Committee met here April 6-8 to review the 1977 resolutions and to discuss proposed 1978 resolutions.

NEA Executive Director Terry Herndon spoke to the group and responded to questions on a variety of Association activities. The committee—with members from every state, Puerto Rico, and overseas—also received information from representatives of Government Relations and Teacher Rights.

Chairperson Lois Tinson said that the major purpose of the committee's April meeting was to review all proposals received from members and affiliates to that time and to prepare proposed 1978 resolutions.

The proposed 1978 resolutions (which appear on this and the next pages) may be changed and topics added in Dallas.

"Members are urged to send comments on these proposals to the Resolutions Committee staff at NEA Center, so that the committee can consider them at its meeting just prior to the opening of the Representative Assembly," Tinson said. "Delegates will have an opportunity to make additional comments before the Assembly convenes at the Open Hearing on Resolutions to be held from 3-5 p.m., July 2, at the Convention Center in Dallas," she added.

Continuing resolutions to be changed, edited, or deleted are starred and followed by a brief italicized description of the proposed change. Proposed 1978 annual resolutions follow under the appropriate goal.

Delegates are urged to bring this issue of the NEA REPORTER to the Dallas meeting. The preliminary report of NEA Resolutions will not be reproduced widely in any other form.

THE RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

FOREWORD

The Constitution of the National Education Association states that the goals of the Association shall be the goals stated in the PREAMBLE. These goals are, therefore, regularly set forth in a statement of resolutions adopted by the Representative Assembly.

Resolution is defined as a formal expression of opinion, intent, belief, or position of the Association adopted by the Representative Assembly and providing the direction in which the Association should be moving.

Resolutions of a more permanent nature are "continuing resolutions." The titles of these resolutions will be preceded by the goal letter and the appropriate number. Resolutions of immediate concern are "annual resolutions." Their titles will be preceded by the appropriate year and number.

In addition to policy set by resolution, the Assembly may adopt items of new business. Standing Rule 6(K) states: "New business relating to substantive policies or programs for the Association shall be specific in nature and terminal in application."

A. NATIONAL ADVOCATE FOR EDUCATION

A-1. Educational Opportunity for All—The National Education Association believes that education should be provided from early childhood through adulthood, be suited to the needs of the individual, be nonsegregated, be offered beyond the traditional school day and school year, be required through the secondary school, be offered at public expense, and be guaranteed by the Constitution of the United States. The individual also must be free to choose, to supplement or to substitute education in privately supported, nonsegregated, nonpublic schools. The Association also believes public and nonpublic schools should be accredited under uniform standards established by the appropriate state agency. (69, 74, 76)*

*The figure in parentheses after each continuing resolution refers to the year the resolution was adopted or amended.

A-2. Public Education—The National Education Association believes that solutions to the problems facing public education must preserve and stengthen the priceless heritage of free public educational opportunities for every American.

Free public schools are the cornerstone of our social, economic, and political structure and are of utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education and safeguard the education of all.

The public school system is not expendable. Any movement that would diminish this vital asset will be opposed by the Association. (69)

A-3. Educational Neglect—The National Education Association believes that many schools are in crisis, evidenced by decay, neglect, and continuing deterioration. These schools must be provided with higher than average per pupil financial allocations to increase staff, buildings, and instructional material. Massive financial support is required to provide quality education. Organizational patterns must be developed which effectively involve parents, teachers, and students.

The Association urges its affiliates to initiate programs which strengthen and enhance the education provided by these schools. It believes its affiliates are uniquely able to design programs to inform and assist teachers in such schools. Continuous communication and involvement with community groups are keys to the success of such programs. (69, 76)

***A-4. Environmental Education**—The National Education Association believes the nation's priorities must include the protection of our environment. It urges the development and improvement of federal legislation, programs, and appropriations that provide education: (a) to understand the proper use, stewardship, and preservation of a viable environment; (b) to eliminate pollution; (c) to promote an understanding by students and the public of the effects of past, present, and future population growth patterns on world civilization and human survival; and (d) to promote establishment of federal Wilderness Areas, Recreational Areas, and Refuge Areas, in order to educate students to the concept of the compatibility of humanity and nature.

The Association urges its affiliates to support environmental programs in school systems for grades K through adult.

The Association encourages local affiliates to establish procedures to assure that policies and practices adopted by governing boards are consistent with environmental concerns. (73, 74, 75, 76, 78)

Additions to sections "a" and "d."

A-5. United States Department of Education—The National Education Association urges the establishment of a cabinet-level U.S. Department of Education. (69)

A-6. Decentralization in Large Cities—The National Education Association believes that the educational decision-making process must be as close as possible to the citizens and professional staffs directly served by, or involved in, local communities within the cities and recommends decentralization in large cities.

The Association endorses the concept of elected boards of education within large cities. The appropriate delineation of authority and power between a central city board of education and the community boards within the city is a critical factor in ensuring the success of decentralization. Such delineation will inevitably vary from city to city based upon local circumstances, custom, state law, immediate needs, and historical precedent. Precedent and custom, however, must not be allowed to stand in the way of establishing smaller and more viable units of school governance and administration which will make large city schools more responsive and accountable to the various groups they must serve.

The Association also believes that elected community boards of education must possess clearly defined authority in the areas of curriculum, educational materials, school program, and personnel, with negotiation rights and procedural due process guarantees for the educators of the city. (69)

***A-7. Public Understanding**—The National Education Association believes that professional associations must promote public understanding of education and encourage wide public and parental participation in solving education's problems. It also recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions in their districts.

The Association also believes that there must be a representative, elected board of education in each school district, which also has a responsibility to promote public understanding of the schools. (69, 73, 74, 78)

Change "nonpartisan" to "elected" in second paragraph.

A-8. Mass Media—The National Education Association recognizes the total educative effect of the communications media whose obligation should be to provide full, constructive, and accurate presentations. It notes the progress that is being made to improve such programs and materials.

The Association recommends that educators, in cooperation with parents and others concerned, seek to influence the policies followed by the mass media and, at the same time, help children to become intelligently critical viewers, listeners, and readers. (69, 70)

A-9. Organizations of Other Nations—The National Education Association believes that a strong international community of educators is necessary to promote international understanding and to defend the interests of the teaching profession in all countries. The Association actively supports the World Confederation of Organizations of the Teaching Profession and will continue to cooperate with professional education organizations of other nations. (69)

78-1. Deleterious Programs—The National Education Association believes the following programs and practices are detrimental to public education and must be eliminated by the united teaching profession: performance contracting, tax credits for tuition to private and parochial elementary and secondary schools, voucher plans, and evaluations by private profit-making groups.

The Association also believes that other tax credit programs, management by objective systems, and revenue sharing programs have at times been implemented in ways that are harmful to public education. It therefore calls for a monitoring of such programs and a concerted effort by the united teaching profession to prevent such abuses.

78-2. World Peace — The National Education Association recognizes the interdependence of all peoples and urges that the United States make every effort to strengthen the United Nations to make it a more effective instrument for world peace.

The Association supports the 1948 United Nations resolution relating to genocide and promotes the rights of all people by exposing the horrors of war, racism and genocide.

The Association urges its affiliates and members to implement its commitment to world peace founded on genuine respect for and understanding of individual and cultural diversity, and to develop programs, including the study of additional languages, which promote the ideals of peace, freedom, and human dignity.

78-3. Cable Television—The National Education Association believes that expanding cable television (CATV) technology should provide telecommunications services to education. Federal regulations should guarantee the reservation of at least 20 percent of the channel capacity of CATV systems in each community for educational and other public purposes.

The Association urges its affiliates to monitor community franchises and to support provisions by municipalities to set aside a percentage of the franchise for school and public access programming.

The Association encourages local affiliates to develop educational and public information programs and to increase the use of educational access channels to promote better understanding of education within their communities.

78-4. Federal Support for Public Welfare—The National Education Association believes that the conditions which increase reliance on public welfare must be alleviated. It also believes that the costs and operation of public welfare should be assumed by the federal government and be based on standards of human dignity.

78-5. Planned Program Budgeting Systems—The National Education Association believes that planned program budgeting systems (PPBS) are often used in a deleterious manner as vehicles for the introduction of *de facto* performance contracting or for the implementation of plans for holding teachers accountable without permitting them to share in the process of educational decision making.

The Association urges that no PPBS plan be undertaken or continued unless local affiliates are full partners in the study of the PPBS plans and in the design, authorization, implementation, and evaluation of adopted plans.

The Association is aware of the misuse of PPBS plans and will assist its affiliates in correcting such abuse.

78-6. Public Broadcasting Services and National Public Radio—The National Education Association believes that Public Broadcasting Services (PBS television) and National Public Radio (NPR) can have a positive impact on the educational process. The Association urges its affiliates to become involved in the producing, programming, and utilization of PBS and NPR broadcasts. The Association urges the enactment of legislation that provides financial support for public broadcasting.

78-7. Voucher Plans—The National Education Association believes that voucher plans under which education is financed by federal or state grants to parents could lead to racial, economic, and social isolation of children and weaken or destroy the public school system.

The Association urges the enactment of federal and state legislation prohibiting voucher feasibility studies and the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation.

78-8. World Hunger—The National Education Association recognizes the extensive suffering and death that plague humankind as the result of mass malnutrition and starvation and deplores those conditions that result in the gross inequities of the distribution of present food supplies.

The Association endorses the resolution of the World Food Conference by the U.N. General Assembly "that all governments should accept the removal of the scourge of hunger and malnutrition . . . as the objective of the international community as a whole. . . ." The Association calls upon our government to cooperate with world leaders to remove the natural and political obstacles that impede efforts to increase food production while respecting the ecology of the area.

The Association believes educators must teach the facts of world hunger and malnutrition and help students develop the capacity and the commitment to resolve these problems.

78-9. Urban Development—The National Education Association believes that professional organizations should be concerned about the quality of life in our cities and should advocate policies or programs concerning land use, zoning, urban development, economic growth, mass transit, rent subsidy, or other issues vitally affecting patterns of community development and subsequently the quality of education in our schools. The Association supports the utilization for educational purposes of all tax increment funds from urban renewal project areas when those funds normally intended for educational purposes are diverted to renewal projects.

78-10. Zionism—The National Education Association has long been an advocate of the United Nations and has actively supported the many worthwhile activities of that body. The Association is appalled, however, by the action at the UN General Assembly in declaring Zionism a form of "racism and racial discrimination."

Zionism is a part of the Jewish people's struggle for a homeland. It has been a movement to save themselves from discrimination and eradication. It has been a symbol of the revival of the Jewish national life. One cannot forget the centuries of discrimination suffered by the Jewish people and the holocaust which led to the extermination of six million Jews.

The passage of the resolution is a profound error of judgment that equates Zionism with racism and racial discrimination and thereby threatens the state of Israel.

The National Education Association is deeply committted to the elimination of racial and religious discrimination in all of its forms. It therefore deplores the UN General Assembly action which departs so radically from the ideals expressed in that organization's charter. The Association urges prompt repeal of the resolution.

78-11. Rural Education—The National Education Association believes that rural areas contain a range of conditions which make them unique and urges development of programs which recognize and deal with rural areas. It urges its affiliates to support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association and its affiliates should encourage institutions of higher education and state agencies to promote training of personnel which will reflect the special needs and problems of rural teachers.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems.

78-12. Human Rights—The National Education Association believes that the governments of all nations must respect and protect the basic human and civil rights of every individual. The Association deplores the use of any action that limits or prohibits the free and responsible exercise of these rights. It calls on the world community of educators to lead in the effort to prevent any encroachment on basic civil and human rights.

78-13. Energy Program—The National Education Association believes that a national energy policy must be established that would reflect the efficient use of energy from all sources. The Association supports the reorganization of the federal energy administration and believes that this energy administration must combine a prompt and serious commitment to the conservation of energy resources with a provision for rapid development of renewable energy sources.

The Association urges its affiliates to support appropriate state and federal legislation and to participate in energy allocation and use-planning undertaken by state and federal resource management officials to guarantee that public schools are assigned priorities which would insure operations during the regular school year.

78-14. Community Education—The National Education Association believes that the concept of community education encourages schools to provide leadership in solving community problems. It believes that community education:

a. Encourages expanded utilization of school facilities by the total community.

b. Encompasses and strengthens adult, vocational, and technical education programs.

c. Increases awareness and heightens public responsiveness to the educational system.

d. Provides for more productive use of leisure time.

e. Promotes interagency and interpersonal cooperation.

f. Creates a better environment for all.

The Association urges its state affiliates to become involved in the promotion, expansion, and implementation of such programs in their states.

78-15. Television Programming—The National Education Association recognizes that children are an especially vulnerable audience who must be protected from violent television programming, race and sex stereotyping of the medium, and exploitation by advertisers. It encourages advertisers and broadcasters to promote a variety of programs of the highest calibre for children of all ages.

The Association urges its affiliates to establish television study committees to monitor television activities, to provide research material on television to teachers, and to promote positive, educational programming.

78-16. National Priorities—The National Education Association believes that the nation must reorder its priorities to provide more funds for education and other human services. The Association also believes that a federal job retraining program should be developed to aid workers affected by changes in national priorities.

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1. Improvement of Instruction—The National Education Association believes that a prime responsibility of professional associations is to stimulate significant improvements in the quality of instruction. The primary authority to make educational changes should lie with the teachers through their influence and involvement in democratic decision making in and out of the school. The Association encourages and endorses curriculum and professional development activities by local and state associations to assist teachers in this role.

The Association endorses positive action plans that establish procedures and timetables for eliminating racism and sexism in the curriculum.

The Association recommends that professional educators enter into active collaboration with research and development specialists, both in regional educational laboratories and in industry, to promote technology's potential contribution to education by guiding the development of technology in the most educationally sound directions. It encourages school systems to establish learning materials centers.

The Association urges that the profession, in cooperation with other interested groups, establish standards for educational materials, and insist that publishers and producers use the services of a competent educational institution or facility to field test, in actual classroom situations, such materials, and publish the results of their effectiveness.

The Association believes that one of its instructional goals is functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines. (69, 70, 71, 74, 75, 76, 77)

B-2. Bilingual-Multicultural Education—The National Education Association believes that the bilingual education process uses a student's primary language as the principal medium of instruction, while teaching the language of the predominant culture in an organized program, encompassing a multicultural curriculum.

The Association supports appropriate federal legislation and it urges its affiliates to seek state legislation that requires bilingual-multicultural education according to educational need.

The Association also believes that legislation must provide funds to expand current multicultural and language programs, including those for teacher preparation, necessary to provide equal opportunity to all students in the public schools.

The Association urges that bilingual-multicultural programs include as a goal functional proficiency in English, with emphasis on the development of those basic reading skills essential to the successful pursuit of all other disciplines. (69, 72, 73, 74, 75, 76)

***B-3. Health of Children**—The National Education Associaiton recognizes that the total environment, including home, school, and community, affects the mental, emotional, and physical health of children.

The Association believes that a wholesome environment is essential for the proper education and growth of children. It urges its affiliates to support programs which would—

a. Promote education programs for parents to improve home atmosphere.

b. Inform parents of the availability of discount buying through the federal Food Stamp Program and assist them to understand its eligibility requirements.

c. Provide information on harmful additives and preservatives as well as processing procedures which remove nutritive value from foods.

d. Provide special diagnostic services through the schools for early detection of health and/or learning disabilities.

e. Improve educators' understanding of child growth and development to ensure the provision of a climate in the school conducive to good health.

f. Strengthen and improve the enforcement of child abuse laws.

g. Provide increased utilization of teachers, pupil personnel and health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of children.

h. Provide comprehensive school and community health facilities and federal health plans to meet the needs of children.

i. Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products.

The Association also believes that health and physical education programs should be developed and maintained commensurate with maturation levels of children. (69, 70, 71, 72, 74, 76, 77, 78)

Add new section "i."

B-4. Pupil Personnel Services—The National Education Association urges that pupil personnel services, including counseling, social work, school nursing, health, speech, and psychological services, be increased, and established where they do not now exist. The Association also urges that pupil personnel services be stressed at the elementary level, since behavioral and attitudinal patterns are established at an early age. (69, 71, 74, 75)

B-5. Conversion to the Metric System—The National Education Association believes that a carefully planned effort to convert to the International System of Units (SI metric system) is essential to the future of American industrial and technological development and to the evolution of effective world communication. It will work with the National Metric Board created by the Metric Act of 1975 to facilitate such a conversion.

The Association urges that the SI metric system of weights and measures be taught at the appropriate educational levels to assure the orderly transition to the use of the SI metric system as a primary system. (69, 70, 71, 74, 76)

B-6. Basic Financial Support of Public Education—The National Education Association believes that to achieve the Association's commit-

ment to equal educational opportunity for all and to assure fair tax practices for all citizens, public education must be supported from public tax sources. The Association will continually seek general federal support for the whole of public elementary and secondary education. These federal monies must be expended solely and equitably for public education. Therefore, it seeks support in accordance with the following principles:

a. The federal share of the cost of public education must be at least one-third.

b. Educational funding must be budgeted separately in recognition of its high priority in the federal budget.

c. Federal funds must be allocated without federal control for expenditure. Instructional programs which are federally funded should have maximum teacher involvement in their development at the federal level and, at the local level, must be implemented only after the involvement and approval of the recognized bargaining agent or local affiliate.

d. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.

e. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.

f. A process of tax revision must be established at all levels, and tax administration must be subject to continuing review.

g. Local governing boards must be fiscally independent and restrictive limits must not be imposed on their budgets or long-term borrowing.

h. The state and local share of finance must be derived from a tax system which is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.

i. Public funded services for nonpublic school students must be strictly limited to medical and dental care, public welfare programs, school lunch and milk programs, and public safety services such as fire and police protection, which are budgeted and administered through the appropriate public agencies.

j. Federal legislation must comply with civil rights statutes, be consistent with the constitutional provision respecting an establishment of religion, and provide for judicial review as to its constitutionality.

k. Programs, where appropriate, must make adequate provision for research and development and for promoting improvements in educational practice.

The Association will oppose any bill which includes provisions in federal legislation to provide funds, goods, or services related to the instructional process for nonpublic schools or nonpublic school students. (77)

B-7. Education in Correctional and Rehabilitation Agencies—The National Education Association will provide legislative and professional support to its members teaching in federal, state, and local correctional and rehabilitation institutions, in hospitals, and in other custodial agencies. The Association will assist its members in improving the standards of instruction in these institutions. (73)

B-8. First American Education—The National Education Association recognizes that the complexity and diversity of needs of the American Indian children require the direct involvement of Indian parents, Indian teachers, tribal leaders, and other Indian groups in developing adequate and equal educational programs which preserve the rich heritage of Indian culture.

The Association insists that federal funding for Indian education be expanded to effect necessary improvements. The Association supports the movement toward self-determination by Indians and insists that such programs be voluntary. The Association opposes termination of federal support for Indians either as a direct or indirect result of efforts to extend Indian self-determination.

The Association supports programs that provide for:

a. Legislation that assures the involvement and control of First American education by First American parents, communities, and educators.

b. First American involvement in teacher training programs dealing with cultural pluralism and the teaching of First American values, heritage, culture, and language.

c. Assistance to local and state associations in meeting the educational needs of First American students.

d. Substantial participation by American Indians in NEA conferences and leadership training programs.

e. Coordination with existing American Indian organizations and concerned agencies and aid in the dissemination of information and programs that include values, heritage, language, culture, and history of the American Indian people.

f. Higher education opportunities for all American Indian students through direct governmental assistance in graduate and undergraduate programs.

g. Indian involvement in developing multicultural learning centers at higher education institutions.

h. First American involvement in lobbying efforts in Washington, D.C. (76, 77)

78-17. Sex Education—The National Education Association believes that sex education that provides children and youth with information appropriate to their age is basic to healthy, well-adjusted mental attitudes. It also believes that the public school must assume an increasingly important role in providing this instruction and that teachers must be qualified to teach in this area.

The Association urges that courses in sex education and parent orientation regarding these courses be developed with care and that classroom teachers who teach the courses be legally protected from irresponsible censorship.

The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and venereal disease.

78-18. Drug Dependency—The National Education Association is concerned about the individual and societal problems which underlie psychological and physiological drug (including alcohol and tobacco) dependency by both children and adults. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs. It urges its affiliates to support legislation leading to the standardization of drug laws and the improvement of the drug rehabilitation program.

The Association discourages the use of marijuana and believes that severe penalties for its production, distribution, and sale should be strictly enforced. Private possession and use of small quantities of marijuana should not carry criminal penalties.

78-19. Career Education—The National Education Association believes that a goal of public education is to provide all individuals, pre-school through adulthood, opportunities to become effective, productive citizens. To achieve this goal, the career education concept must be interwoven into the total educational system and needs to include programs in awareness and exploration to aid students in career course selection.

The Association believes that educational programs should be developed that will assure equal opportunity for career development for all students and offer exploratory experiences in a variety of careers. The united teaching profession should be encouraged to provide in-service experiences and released time for teachers for curriculum development in this area and should cooperate with industry and agencies in full support of career education programs.

78-20. Vocational Education—The National Education Association believes that preparation of students for vocations and productive jobs should be a basic policy of secondary and higher education. Educational programs, which will assure equal opportunity for occupational development, should be developed for all students. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for students who have completed minimal state attendance requirements.

The Association supports vocational and technical education as a major component of education. To be effective, vocational and technical education should be preceded by programs of awareness and exploration to aid students in vocational choices. These exploratory courses should be incorporated into traditionally academic courses and into existing industrial and practical arts education courses.

78-21. Alternative Programs—The National Education Association supports the development of a broad range of alternatives within the public school system. Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles.

Teachers should provide the major input for determining the nature of programs with assistance of other specialists and advice of parents and students as appropriate. Placement of students in such programs should be made with the involvement of the students, as well as with advice and consent of teachers and parents. These programs must adhere to the minimum standards for staff certification and provide for appropriate class size to meet the specific needs of these students. Additional funding must be provided so that such alternatives do not withdraw support from regular programs.

Programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing and executing the evaluations.

78-22. Chicano Self-Determination in Education—The National Education Association recognizes that the complexity and diversity of needs of Chicano children require the direct involvement of their parents in developing an adequate and equal educational program which reflects and is responsive to their learning and cultural characteristics and promotes the preservation of their heritage and culture.

In school districts enrolling Chicano students, the Association urges the employment of bilingual visiting teachers and counselors to meet Chicano student needs.

The Association supports federal and state programs that directly enhance the educational opportunities of Chicano children in their quest for educational self-determination. It recommends federal and state grants and scholarships that will facilitate the entry of Chicanos into the teaching profession.

The Association further recognizes and will aggressively pursue the realization of the responsibility of state and local education agencies to develop and implement programs which respond to the cultural (including language) characteristics of Chicano children regardless of the availability of federal funds.

78-23. Student Rights and Responsibilities—The National Education Association believes that basic student rights include: the right to free inquiry and expression; the right to due process; the right to freedom of association; the right to freedom of peaceful assembly and petition; the right to participate in the governance of the school, college, and university; the right to freedom from discrimination; and the right to equal educational opportunity.

The Association believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of teachers, students, administrators, and all others who are involved in the educational process.

78-24. Discipline — The National Education Association believes that discipline is essential in promoting optimum learning in the school. The Association recognizes the concern for the discipline problem.

The Association also believes that boards of education in conjunction with local affiliates should develop policies which would provide necessary administrative support to the classroom teacher for the maintenance of a positive learning environment.

The Association further believes its local affiliates should develop guidelines for effective disciplinary techniques. It urges affiliates to negotiate a process whereby administrators, teachers, parents, and students will be involved in identifying disruptive behavior and prescribing, implementing, and evaluating procedures that will reduce and correct disruptive behavior.

The Association supports legislation that will authorize the classroom teacher to maintain internal classroom management and that will protect the student's right to due process.

78-25. Exceptional Student Needs—The National Education Association recognizes that there must be increased development of educational programs to meet the needs of several groups of students. Among these groups are: displaced students of desegregated districts; pushouts; the disruptive student; the disabled reader; the gifted, talented, and creative; the low ability; the underachiever; and those who do not qualify or have no desire to pursue a college program.

The Association urges increased support for the identification of these students, multisensory in-service training of educators, and provision for development of programs at the local, state, and national levels. The Association further supports the effort of its affiliates to negotiate and legislate for the training and hiring of an increased number of teachers with education in special areas.

78-26. Early Childhood Programs—The National Education Association urges the enactment of federal legislation to assist state and local communities in providing child care services, including childhood development programs.

The Association believes that implementation of early childhood development programs which have educational components that exceed child care service must utilize certificated professional educators. It supports those programs which upgrade personnel working in early childhood education and provide for maximum involvement of educators and parents at the operational as well as at the administrative level.

The Association endorses the involvement of minorities and the poor in staffing early childhood programs and also endorses professionally supervised training programs leading to the certification of all personnel. The Association believes that legal certification of professional personnel should remain the function of the states, and objects to federal government intervention in the credentialing process.

The National Education Association urges its affiliates to seek legislation that would insure the implementation of early childhood education programs primarily through the public school system. It believes kindergarten is necessary to the success of early childhood education and supports the concept of fully funded kindergarten programs in all states.

78-27. Communication Between the Hearing and the Hearing Impaired—The National Education Association believes that the lack of communications between the hearing and the hearing impaired has seriously detracted from the potential of a broadly distributed group to contribute fully to our total society—a mutual loss to all citizens.

The Association recommends that instruction be given to hearing students that will help them to understand the unique needs of all hearing impaired students, and to help hearing students communicate with hearing impaired students.

The Association recommends that total communication techniques be included in programs for hearing students in kindergarten through adult education.

78-28. Child Abuse — The National Education Association believes that all children should be protected from child abuse and that educators are in a position to observe and recognize abuse which has been inflicted on children.

The united teaching profession should cooperate with community organizations to increase public awareness and understanding of child abuse.

The Association urges its affiliates to seek the enactment of state and local legislation that would (a) provide educators reporting suspected child abuse immunity from legal action, (b) require educators to report to the appropriate authorities instances of suspected child abuse, and (c) provide for protection of children from other children.

78-29. Social Promotion — The National Education Association urges all educators, parents, and school board members to seek an end to the practice of social promotion of students or grade-level advancement based primarily on age. The Association believes that alternative programs should be provided for those students who are not eligible for promotion based solely on academic attainment.

78-30. Federal Impacted Aid—The National Educaiton Association is especially concerned about inadequate funding to maintain quality education for children in school districts impacted by federal activities and installations. A financial crisis exists in many impacted areas because of insufficient, temporary, year-to-year appropriations.

The Association urges a permanent solution to the financial problems of the severely impacted school districts.

78-31. Youth Detention and Incarceration—The National Education Association believes that youth in detention centers must be provided educational programs that will enable them to become contributing members of society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

The Association condemns the practice of punishing children in trouble by placing them in abusive environments and believes that alternatives to incarceration must be developed. The Association opposes the placement of children who are not charged with any offense in facilities with those who are so charged. There should be separate facilities for these detained minors.

78-32. Extracurricular Funding — The National Education Association believes that at all educational levels students who wish to participate in athletic programs and students who prefer to participate in other types of extracurricular programs must have equal opportunity to participate in funded extracurricular activities.

The Association urges that funds for extracurricular activities, including funds allocated for facilities, equipment, and remuneration of staff, be equitably allocated between athletic and nonathletic extracurricular programs.

78-33. Education for All Handicapped Children—The National Education Association supports a free appropriate public education for all handicapped students in a least restrictive environment which is determined by maximum teacher involvement. However, the Association recognizes that to implement Public Law 94-142 effectively—

a. A favorable learning experience must be created both for handicapped and nonhandicapped students.

b. Regular and special education teachers and administrators must share equally in planning and implementation for the disabled.

c. All staff must be adequately prepared for their roles through in-service training and retraining.

d. All students must be adequately prepared for the program.

e. The appropriateness of educational methods, materials, and supportive services must be determined in cooperation with classroom teachers.

f. The classroom teacher(s) should have an appeal procedure regarding the implementation of the program, especially in terms of student placement.

g. Modifications should be made in class size, using a weighted formula, scheduling, and curriculum design to accommodate the demands of the program.

h. There must be a systematic evaluation and reporting of program developments using a plan which recognizes individual differences.

i. Adequate funding must be provided and then used exclusively for this program.

j. The classroom teacher(s) must have a major role in determining individual educational programs and should become members of school assessment teams.

k. Adequate released time must be made available for teachers so that they can carry out the increased demands upon them.

l. Staff must not be reduced.

m. Additional benefits negotiated for handicapped students through local collective bargaining agreements must be honored.

n. Communication must be maintained among all involved parties.

o. All teachers should be made aware of their right of dissent concerning the appropriate program for a student.

p. Individual educational programs should provide appropriate services for the handicapped students and not be used as criteria for the evaluation of the teacher.

78-34. Migrant Workers—The National Education Association is concerned with the plight of migrant workers, particularly with the education of those migrant children who are pushed out of school because of the system's failure to provide needed educational opportunities.

The Association urges its local affiliates to negotiate provisions that will guarantee protection and full rights for teachers of migrant children.

The Association supports legislation to insure equal educational opportunities for migrant children, appropriate programs for migrant families, and the right of migrant workers to be represented in collective bargaining by an organization of their choice.

Mini-Corps as defined by federal legislation should be instituted in every state that has migrant children in its school system.

78-35. Financial Crisis—The National Education Association believes that free public education is in a financial crisis due to mounting inflation and/or declining enrollment. The united teaching profession seeks to maintain and expand educational programs for students by seeking public and legislative financial support. It believes that quality education requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of financial crisis.

The Association opposes all efforts by local or state governments to shorten the school year by closing the school for the purpose of solving budgetary problems. The Association also opposes the establishment of ad hoc classrooms in the event of school closures.

78-36. Refugee Education—The National Education Association urges that the federal government assume the financial responsibilities for educating refugees. The federal government should make funds available to school districts according to need for the implementation of educational programs designed to educate the child refugee to live and work in a culturally pluralistic society where English is the predominant language.

78-37. Youth Camp Safety—The National Education Association believes that all students who attend summer camps are entitled to protection, proper supervision, and facilities.

The Association urges its members to support legislation establishing guidelines which require that all camp personnel be adequately trained and that all facilities meet safety standards.

78-38. High School Equivalency Testing—The National Education Association supports the concept of a high school education for all youth and resists current efforts to erode secondary education.

The Association believes that the use of equivalency tests in lieu of academic preparation and school attendance for meeting requirements for graduation with age as the sole criterion for eligibility should be strongly resisted.

It believes that any state or district plan to use equivalency testing as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon ability, achievement record, and maturation level in addition to the age of the student.

78-39. Middle School and Junior High Programs—The National Education Association believes in the creation of special curriculum, guidance and counseling programs, and health services to meet the special needs of middle school and junior high school level students.

78-40. School Transportation — The National Education Association believes that all aspects of transporting students need close scrutiny. It believes that safety requirements for busses and other designated school vehicles must be stringently enforced and overcrowding be prohibited.

The Association further believes that local school districts should provide students with transportation for all school-related trips.

C. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

C-1. A Certified Educator in Every Professional Position—The National Education Association believes that all educators must have the knowledge and skills necessary to perform their duties.

The Association insists that professional positions, including specialized and substitute positions, be filled by an educator holding the appropriate certificate and that there be interstate certification reciprocity for mobile educators.

The Association will resist any attempts to diminish the quality of learning or services through the elimination of teaching positions or through the revision of school staff management under the guise of improving educational opportunity. (69, 70, 71, 72, 73, 74, 77)

C-2. Evaluation and Subjective Ratings—The National Education Association believes that it is a major responsibility of educators to participate in the evaluation of the quality of their services. To enable educators to meet this responsibility more effectively, the Association calls for continued research and experimentation to develop means of objective evaluation of the performance of all educators, including identification of (a) factors that determine professional competence; (b) factors that determine the effectiveness of competent professionals; (c) methods of evaluating effective professional service.

The Association believes that teachers and other professionals should evaluate supervisory and administrative personnel and governing board members.

The Association also believes that evaluations should be conducted for the purpose of improvement of performance and quality of instruction offered to pupils, based upon written criteria and following procedures mutually developed by and acceptable to the teacher association, the administration, and the governing board.

The Association insists that the evaluation program must recognize the rights of the educator who is evaluated. These include the right to:

a. Information concerning the evaluation criteria and procedure of the governing board upon application for employment and when changes are made in the criteria and procedures.

b. Open evaluation without subterfuge and with advance notice of evaluation visits with discussion of the teacher's goals and methods.

c. Tenure in public higher education not restricted by numerical or arbitrary quotas.

d. Consultation in timely fashion after a formal evaluation visit and receipt of and opportunity to acknowledge in writing any formal evaluation report prior to placement in a personnel file.

e. Evaluation reports which assess strengths, note progress, indicate remaining deficiencies and suggest specific measures the teacher can take to overcome indicated deficiencies.

f. Participation in a professional development program including such activities as appropriate counseling and supportive services, released time for in-service work, and opportunity to observe or seek and give assistance to other teachers in classroom settings other than one's own.

g. Access to and review of all items in personnel records; opportunity to attach a written response; and access to a procedure to remove inappropriate, derogatory, or unsubstantiated material. Anecdotal records to be included must be reduced to writing within 30 days of the incident documented. Statutory guarantees should assure these rights.

h. Supervision which is constructive, provides an opportunity to correct deficiencies, takes into account the variety of learning and teaching environmental factors, and emphasizes career development of the professional educator.

The Association believes that examinations such as the National Teacher Examination must not be used as a condition of employment or a method for evaluating educators nor should the evaluation of students taking assessment tests be used for purposes such as salary, tenure, retention, or promotion. (69, 70, 72, 73, 74, 75, 76)

C-3. Accreditation of Teacher Preparation Institutions — The Nátional Education Association believes in the importance of national accreditation for all teacher preparation institutions and supports the concept that a single national nongovernmental agency perform this function.

The national agency must be broadly representative of the teaching profession and the preprofession and must include students preparing to teach and equitable representation of K-12 teachers in all matters of policy and function. (69, 72, 73, 76)

C-4. Time To Teach—The National Education Association believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include a reasonable, carefully defined work load, including a duty-free lunch period, time for planning, and elimination of the noninstructional tasks required of a teacher.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when

that is the required mode of instruction. Class size should not exceed 15 students per certificated classroom teacher. (69, 74, 76, 77)

78-41. Teacher Education—The National Education Association believes that teachers and students preparing to teach must be directly involved in evaluating and improving the standards for teacher preparation and certification. The Association insists that teacher involvement is necessary in planning and implementing quality teacher education programs.

Teacher educators must be certificated and experienced in their instructional areas.

The Association also believes that preprofessional practicum experience is an essential phase of teacher preparation. The responsibility for the practicum experience must be shared by the public schools, the institutions that prepare teachers, and professional associations.

The Association urges its affiliates to—

a. Take immediate steps to evaluate and improve standards for entrance into the teaching profession.

b. Assess critically current college and university programs of teacher education and make specific recommendations for changes.

c. Support inclusion of training in class room management concerns such as discipline, group processes, the dynamics of intergroup communication and human relations in requirements for certification, and the provision for in-service workshops in these areas for experienced teachers and administrators.

d. Support legislation providing legal status and liability protection for student teachers.

e. Develop guidelines for qualifications of cooperating teachers and college coordinators of student teachers.

f. Support inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teachers' oganizations.

g. Support the teaching of methods courses by teachers currently employed in elementary and secondary schools.

h. Support requirements in state certification standards for specific course work in reading instruction.

i. Formulate standards for school systems receiving student teachers. Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given a minimum established compensation.

j. Recommend Student NEA membership before participation in preprofessional experiences and student teaching.

k. Take immediate steps to improve the selection of persons entering the profession through more effective screening of applicants for the preprofessional practicum.

l. Offer guidance to teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions.

m. Support inclusion in master contracts or school policies that acceptance of student teachers be on a voluntary basis.

78-42. Continuing Education — The National Education Association recognizes the need for continuing education in the career-long development of teachers. It supports a variety of approaches to professional development, including in-service and the concept of centers governed by teachers repesenting their bargaining units and/or local professional organizations. It believes that school districts have a responsibility to fund professional development programs and in-service conference expenses for all staff.

The Association also believes that professional development programs should provide opportunities for teachers to gain the knowledge and skills that they themselves feel are important to their teaching, to the improvement of school programs, and to their performance as members of the profession. In order to assure that the programs will reflect the needs of local teachers and students, teachers must have a decisive voice at every stage of planning, implementation, and evaluation.

78-43. Competency-Based Programs—The National Education Association believes that competent teachers employ the most appropriate processes known for the promotion of learning. The Association also believes that competency-based programs for pre- and in-service teacher education and teacher evaluation must be based on many factors, some of which the teacher cannot control. It opposes models that prescribe single, limited definitions of competence that reduce the process of teaching to mechanical, nonprofessional acts, or that seek to measure teacher competence on the basis of student achievement.

The Association believes that competency-based programs should not be implemented that do not first provide for carefully controlled research and development to assure validity and reliability which indicate that such programs are an improvement over present programs. Teachers must be involved in such research and development.

78-44. Teacher Exchange Programs—The National Education Association believes that education will benefit if teachers participate in exchange programs in various cultural, educational, and geographic environments.

The Association encourages its affiliates to cooperate with governing boards to develop voluntary exchange teacher programs within and among the states, and among schools of federal agencies within and outside the United States, and abroad.

78-45. Bureaucracy in Education—The National Education Association is aware of an expanding bureaucracy in American public education. It is concerned with the potential for insufficient allocation of community resources to provide students with adequate contact time with certificated instructional personnel.

The Assocation urges its affiliates to work toward guaranteeing that an increasing portion of educational budgets will be for the direct instruction of students.

78-46. Misuse of Interns—The National Education Association and its affiliates will resist all attempts to reduce the quality of education through the practice of using interns to supplant professional staff.

Internship is to be utilized solely as an avenue to the development of professional expertise and not as a means to the reduction of educational staff and/or budgets.

The Association is aware of the misuse of internship programs and will assist its affiliates in correcting such abuse.

78-47. Criteria for Certification and License—The National Education Association believes that no single criterion should be used for determining who should study for and be licensed in the teaching profession. A broad range of multiple determiners should be used, including professional judgments of the candidate's instructors, samples of the candidate's work, and evaluation of his/her working relationships with students and teachers.

The Association supports rigorous and relevant evaluation in selecting and preparing teachers and believes that teaching practitioners and student teachers must be fully involved in determining what the criteria should be. The Association is convinced that no test now in existence is satisfactory for use as one of the criteria.

78-48. Credit Assignment—The National Education Association believes that the different methods of assigning credits as used by the nation's colleges and universities may cause difficulties in the evaluation of transcripts. The Association urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform method of evaluating the assigned credits.

78-49. Mandated Standards for Educational Programs—The National Education Association believes that standards for educational programs mandated by any governmental body should be established in consultation with the majority teachers' organization and must be accompanied by a guarantee of adequate resources, including staffing, made available to the teacher and the school system to meet these standards.

The Association also believes that any state-mandated standards should set no more than broad, general curricular guidelines and should not be based on student achievement.

D. RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS

D-1. Noninstructional Aides and Auxiliary Personnel—The National Education Association urges local school systems to provide classroom teachers with a supportive staff to free the teacher from nonteaching duties. The Association also urges its affiliates and local school systems to become involved in the selection, orientation, training, and evaluation of noninstructional aides and auxiliary personnel.

The Association calls upon its local affiliates to resist efforts by school boards to use the employment of noninstructional aides and auxiliary personnel as an excuse to increase class size. It insists that noninstructional aides be used only for noninstructional assistance to the classroom teacher.

The Association condemns the practice of assigning noninstructional aides who hold teaching certificates to professional assignments without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of the appropriate professional salary to noninstructional aides holding teaching certificates during the time they may be assigned professional duties. (69, 70, 72, 76, 77)

D-2. Selection of Materials and Teaching Techniques—The National Education Association believes that decisions on which school learning experiences and teaching techniques will develop a student's talents are best made by a teacher who knows the learner. Teaching quality depends on freedom to make such decisions. Teachers must select instructional materials without censorship. Challenges of the choice of instructional materails must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Association urges its affiliates to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials. (69, 71, 75)

D-3. Cultural Diversity in Instructional Materials and Processes—The National Education Association believes that educational materials and processes should portray our cultural diversity and the contributions of ethnic minority groups. Ethnic minority teachers must be involved in selecting education materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitude and recommendations from various segments of the literary world. The Association also acknowledges that many contemporary texts related to ethnic minority groups do not portray realistically their life-styles, but convey a negative self-concept to ethnic minority students.

The Association believes that educators should adopt and use only those basal texts and other educational materials that include accurate portrayals of the role of ethnic minorities in the past, present, and future educational processes. (69, 72, 73, 75)

D-4. Academic Freedom—The National Education Association believes that academic and professional freedom is essential to the teaching profession. Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student. Academic freedom is the right of the learner and his/her teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Professional freedom includes the teacher's right to evaluate, to criticize, and to advocate his/her personal point of view concerning the policies and programs of the schools. The teacher also has the right to assist colleagues when their academic or professional freedom is violated. (69).

78-50. Sexism in Education—The National Education Association believes that educational materials and processes should accurately portray the contributions of women both in the past and the present and that women must be involved in the selection of these materials and in preparing teachers for their use.

The Association recognizes that many instructional materials portray women and men in sex-stereotyped roles. It urges educators to use those instructional materials that portray various careers and personal roles as acceptable and attainable for all individuals.

E. PROTECT THE RIGHTS OF EDUCATORS AND ADVANCE THEIR INTERESTS AND WELFARE

E-1. Physical Environment for Learning—The National Education Association believes that the physical environment for learning must keep pace with the growth in the number of students and the changes in methods of teaching and of presenting instructional materials. Schools must be safe, healthful, and attractive. Instructional space must be flexible. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (69, 77)

E-2. Professional Salaries—The National Education Association believes that salary policies should be based on clearly defined factors that are applicable to salaries for all professional services. Extra duties performed by educators should be on a voluntary basis and should be accompanied by extra duty pay.

The Association also believes that local affiliates can best promote the economic welfare of all educators by following the salary standards developed at the state and national levels. (69, 70, 72, 73, 74, 75)

E-3. Tax Deductions for Professional Expenses—The National Education Association believes that educators must continuously develop professionally and that expenses incurred to do so are professional expenses and must be uniformly deductible from gross income in the computation of federal and state income taxes. Included in such deductible expenses are those incurred on sabbatical leave or for educational travel for the maintenance and improvement of teaching skills, and those incurred by maintaining an office in the educator's home. (69, 74, 76)

E-4. Teacher Retirement—The National Education Association shall provide leadership in teacher retirement and believes that state and local retirement systems and programs should include—

a. Boards of trustees, the majority of which are elected by and from the membership.

b. Actuarial and investment policies that produce sound financing.

c. Annual independent review and audit.

d. Full vesting after not more than 5 years of service.

e. Provisions permitting the purchase of at least 10 years of teaching credit earned while a member of another retirement system and credit for leaves for maternity/paternity.

f. Normal retirement of at least 50 percent of the highest single year's rate of salary after 20 years of creditable service, where actuarially sound, and with destacking provisions; voluntary retirement under these provisions.

g. Eligibility for disability benefits after 5 years of service.

h. Automatic cost-of-living increases to retirees and beneficiaries.

i. A joint federal-state program to provide those who have taught in two or more states, or in the Overseas Dependents School System, or other government schools, with benefits substantially the same as they would receive if they retired after a career in one state.

Affiliates support of state statutes compatible with the proposed federal Mobile Teachers Retirement Assistance Act or any program providing comparable portability coverage and Association assistance in preparing and promoting such legislation.

j. Full federal funding and equitable administration in the granting of teacher retirement credit for military service.

k. Nondiscrimination on the basis of sex or marital status.

l. Retirement credit for unused sick leave.

m. All compensation, including extra duty pay, in computing final average salary.

n. Benefits not reduced by other sources of income, including Social Security benefits.

o. Pre-retirement counseling.

p. Retirement housing facilities for teachers.

q. Teachers' contributions and benefits that are not subject to federal income taxation.

r. Annual financial statement distributed to all members. (69, 72, 73, 74, 75, 76, 77)

E-5. Nondiscriminatory Personnel Policies/Affirmative Action—The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Association urges the development and implementation of affirmative action plans and procedures that will encourage employment of women and minority persons at all levels.

It may be necessary to give preference in the hiring, retention, and promotion policies to certain racial groups or women or men to overcome past discrimination. (69, 71, 72, 73, 74, 75, 77)

E-6. Collective Bargaining and Grievance Procedures — The National Education Association believes that local affiliates and governing boards must negotiate written master contracts. Such contracts shall result from negotiation in good faith between associations and governing boards, through representatives of their choosing, to establish, maintain, protect, and improve terms and conditions for professional service and other matters of concern, including a provision for agency shop.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association also recommends that state affiliates seek statutory penalties for governing boards that do not bargain in good faith or do not comply with negotiated contracts.

The Association believes in the necessity of federal collective bargaining for teachers, but it will also pursue collective bargaining legislation in each state to protect the rights of teachers. (69, 70, 71, 72, 73, 75, 76)

E-7. Written Personnel Policies—The National Education Association insists that personnel policies be written and be developed cooperatively by local associations and boards of education. The Association further insists on a cooperative annual review for improvement of the personnel policies. Where it exists, improvements will be made through the negotiation process. (69, 72)

***E-8. Continuing Employment and Fair Dismissal Practices**—The National Education Association believes that federal and state laws must provide for the continuing employment of educators.

The Association also believes that laws and master contracts must afford educators adequate written notice of hearing, including charges; representation by legal counsel with the right to cross-examine witnesses and present evidence; and a decision rendered by an impartial decision maker before demotion, dismissal, or nonrenewal of contract. Upon consolidation or separation of school districts, tenure, salary, and fringe benefits shall be no less favorable than any in effect prior to reorganization.

The Association opposes tenure quotas. (69, 70, 74, 77, 78)

Inserted "written" in front of "notice" in first sentence of second paragraph.

E-9. Privileged Communications—The National Education Association believes that communications between certificated personnel and students must be legally privileged. It urges the united teaching profession to seek legislation that provides this privilege and protects both educators and students. (74, 75)

E-10. Fringe Benefits—The National Education Association believes that school systems must provide fringe benefits to ensure the personal welfare of school personnel and their dependents. (69, 76, 77).

E-11. Strikes—The National Education Association believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends several procedures to be used in resolution of impasse, such as mediation, fact-finding, binding arbitration, political action, and strike, if conditions make it impossible for teachers to provide quality education. In the event of a strike by professional employees, extracurricular and cocurricular activities must cease. Appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency certification or placement practices that constitute strikebreaking.

The Association also believes that when a teacher picket line is established by the authorized bargaining unit, crossing it is strikebreaking and unprofessional and jeopardizes the welfare of teachers and the educational process. The Association denounces the practice of keeping schools open during a strike.

The Association condemns the use of the *ex parte* injunction, the jailing of teachers, excessive bail, and fines in school work stoppages. The Association urges the state and federal governments to enact, where they do not exist, statutes guaranteeing teachers due process of the law when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued. (69, 70, 71, 73, 74, 75, 76, 77)

***E-12. Social Security**—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and cordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate discrimination based on sex or marital status and to reduce the retirement age.

The Association further believes that Social Security retirement and survivor benefits should be based upon the Social Security program and Social Security taxes. Health and disability programs should be removed from the Social Security program and financed from general tax revenues. (77, 78)

New last paragraph added.

MINORITY REPORT

***E-12. Social Security**—The National Education Association believes that Social Security should be available to eligible teachers where desired, but shall not be mandated. Contracts with Social Security should provide for supplementary plans rather than integrated or coordinated plans.

The Association also believes that teachers who are presently covered under Social Security should strive to remain in the program. It insists on a referendum that would require a majority of affirmative votes of those eligible to vote before a governmental agency files notice to withdraw from the program. If the employee organization votes against withdrawal, cooperative educational and legislative campaigns to forestall withdrawal should be organized and coordinated with other public employee groups.

The Association urges the reform of Social Security laws to eliminate discrimination based on sex or marital status and to reduce the retirement age.

The Association further believes that the Social Security program, including the health and disability programs, should continue to be financed through Social Security funds rather than through General Budget funds of the Congress. (77, 78)

Substitutes new last paragraph.

78-51. Salary Goals—The National Education Association insists that a professional salary schedule for faculty members should—

a. Be based upon preparation, experience, professional growth, and length of service.

b. Have structural continuity through the use of an index or percentage guide.

c. Be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials.

d. Provide scheduled minimum salaries which are competitive with beginning salaries paid to college graduates entering business and industry and adjusted annually through negotiated contracts which result in a doubling of the current annual minimum salary within ten years of faculty experience.

e. Provide a differential of 15 percent or more between the scheduled minimum salary for the bachelor's degree and master's degree scales.

f. Have automatic annual increments for experience which are in no case less than 10 percent of the bachelor's degree minimum.

g. Establish salary credit for intermediate preparation levels between full year schedules to encourage academic advancement.

h. Assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to eliminate the disparities which currently exist among faculty members of comparable preparation, experience, and length of service.

i. Place newly appointed faculty on step according to their teaching experience, allowing full credit for all previous service.

j. Be applied in actual practice in an equitable manner so that teachers are not penalized in changing assignments.

k. Assure that salary paid for summer, continuing education programs, and extended contracts is not less than the rate for regular contract pay.

l. Permit no discrimination as to grade or subject taught, residence, creed, race, sex, marital status, or number of dependents.

m. Be developed through the process of collective bargaining.

n. Compare favorably with income in other professions and occupations of comparable preparation and responsibility.

o. Provide a starting salary of $15,000 for a qualified beginning teacher with a bachelor's degree and advance to $34,500 with a master's degree or equivalency within ten years.

p. Include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular pay scale and payable to the employee.

The Association further urges its affiliates to seek the repeal of laws limiting maximum salaries for educators.

78-52. Access to Copyrighted Instructional Material—The National Education Association believes that maximum access to teaching materials is of vital concern to every teacher. It recognizes that the present copyright law provides for two parallel sets of rights—the rights of those who create such materials to profit from their efforts and the rights of those who teach to use those materials in teaching.

The Association insists that the public interest requires that the copyright law include an expanded "not-for-profit" clause coupled with a fair use provision to guarantee to teachers and educational institutions use of copyrighted materials, recognizing a limited right to copy and record such materials for nonprofit educational purposes, including educational broadcasting and technology.

The Association further insists that the duration of copyright not be extended beyond the present term of 28 years with a 28-year renewal period.

78-53. Accountability and Assessment—The National Educational Association recognizes that the term "accountability," as applied to public education, is subject to varied interpretations. The Association maintains that educational excellence for each child is the objective of the education system. The Association believes that classroom teachers can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

The Association believes that there should be no single or statewide accountability system. It will resist any attempt to transform assessment results into a national or state testing program that would seek to measure all students, teachers, or school systems by a single standard and thereby impose upon them a single program, rather than providing opportunities for multiple programs and objectives. The Association believes that specific behavioral objectives should not be used as course objectives, nor as a basis for determining accountability.

The Association opposes the unquestioned pursuit of behavioral objectives and insists upon—

a. A critical examination of the effects of use of behavioral objectives.

b. The identification of areas where behavioral objectives are useful but not harmful.

c. The acceptance of alternative statements of objectives.

d. Recognition that evidence of learning is not always available upon request or demand.

e. Recognition that performance criteria are not always uniformly or universally applicable to a given population.

78-54. Recording Devices in Schools—The National Education Association encourages the creative and innovative use of television, videotapes, and audiotape recording devices for improving instruction and for self-evaluation of professional competence.

The Association insists that the recording or electronic surveillance of the work of any educator without that person's permission must be prohibited. Any subsequent use of a recording or information obtained by electronic surveillance must have the educator's permission.

78-55. Differentiated Staffing—The Na-

tional Education Association believes that no differentiated staffing plan should be undertaken or continued unless—

a. Local affiliates act in full partnership in the study of differentiated staffing and are accepted as full partners with their administrations in the consideration, design, authorization, implementation, evaluation, and continuation of any plan of differentiated staffing.

b. The responsibilities of certificated and noncertificated staff are defined by certificated staff.

c. The community is kept informed and its cooperation sought.

d. Funding is at a level to ensure the maintenance of constructive teaching loads and adherence to the Association's principles for professional salaries.

The Association in aware of the misuse of differentiated staffing plans and will assist its affiliates in correcting such abuse.

78-56. Education in the Bureau of Indian Affairs—The National Education Association supports the efforts of the National Council of Bureau of Indian Affairs Educators to achieve quality education for Indian children. The Association urges and will support a change in BIA policies to provide BIA teachers the rights accorded other educators.

78-57. Protection of Educators—The National Education Association and its affiliates shall work together to insist upon development and enforcement of laws that guarantee the safety of educators and other school personnel from physical attacks on their persons or property, and that provide reimbursement for loss. In no event shall time lost due to injury caused by such physical attacks be deducted from the teacher's accumulated sick leave.

The Association will also develop guidelines for action leading to prevention of verbal abuse or harassment of educators and other school personnel by any individuals. Educators must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.

78-58. Protection of Teacher Advocates—The National Education Association believes in the fundamental right of teachers and all school employees to organize in their own self-interest and to speak out in defense of teachers, other school employees, students, and parents without fear of reprisal.

The Association condemns those boards of education, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to school staff members for their leadership in school employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all school employees and a desecration of the principles of a democratic education system.

The Association also believes that school administrators, boards of education, and other public officials should respect the dignity of school personnel and reaffirm the rights of citizens to organize through representatives of their own choosing as well as their rights to exercise all other constitutional guarantees.

The Association shall pursue every recourse to achieve redress of wrongs done to school employees and work for guarantees assuring school employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment.

78-59. Employment in Overseas Dependents Schools — The National Education Association believes that the overseas dependents schools operated by the Department of Defense should adopt employment practices consistent with federal legislation and with the Association's established policies.

The Association believes that all teachers should share equal responsibilities and that equal rights, benefits, and entitlements should be accorded to all teachers who are employed overseas.

78-60. Unemployment Compensation—The National Education Association supports the inclusion of educators in unemployment compensation legislation at the state and federal levels.

78-61. Assignment of Substitutes—The National Education Association condemns the practice of assigning substitute teachers to regular teacher positions. Such positions should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The Association condemns the practice of utilizing certificated teachers to substitute for personnel on extended leave, without providing full pay benefits for the substitute.

78-62. Summer School, Extended School Year, and Year-Round Schools—The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must be in accordance with the Association's principles for professional salaries and class size. Employment in these programs must be on a voluntary basis.

78-63. Underutilization of Teachers—The National Education Association condemns the underutilization of teachers in the nation's schools, which has resulted in unemployment among professional educators at a time when the need for intensifying public education and re-education has reached crisis proportions.

78-64. Staff Retention—The National Education Association urges its affiliates to negotiate in master contracts criteria to be utilized should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action. Contracts should establish recall procedures that provide priority job opportunities on a seniority basis to teachers unemployed because of reductions in force. Neighboring districts are encouraged to establish jointly such procedures on a regional basis that would provide priority hiring of laid-off teachers.

It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force.

78-65. Right to Privacy—The National Education Association believes that teachers should be guaranteed rights of privacy equivalent to those afforded students and parents under federal legislation. These rights must include—

a. The right to access to materials in personnel files, which includes being provided a list of all records maintained by an educational institution, being able to inspect and review such records, obtaining copies of records, explanations and interpretations of such records, and a record of past accesses.

b. The right to access to records, to respond to any record, and to challenge records through formal or informal hearings.

c. The right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate, misleading, and distorted materials.

d. The right to notification and enforcement of these rights by educational institutions.

78-66. Educators and National Service—The National Education Association believes that an educator whose career is interrupted because he/she is called to active service by the National Guard or the reserves, or who fulfills a statutory military obligation, should be guaranteed re-employment and other benefits that would accrue if the educator continued in a position with the school system, such as continued tenure, salary increments, and service credit toward retirement.

78-67. Protection of Retirement System Assets and Earned Benefits—The National Education Association believes that retirement system assets can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by teachers should under the law be payable to such teachers.

The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the system. Both practices result in increasing accrued liabilities, which reduce the financial soundness of the system and jeopardize the security of teacher retirement benefits.

The Association believes that these incursions on retirement systems can best be prevented by the passage of preventive federal and/or state legislation.

78-68. Save Harmless—The National Education Association believes that whenever any civil action has been or shall be brought against any person holding any office, position, or employment under the jurisdiction of any board of education, including student teacher, for any act or omission arising out of and in the course of the performance of the duties of such office, position, employment, or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses, together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting therefrom; and said board may arrange for and maintain appropriate insurance to cover all such damages, losses, and expenses.

The Association also believes that should any criminal action be instituted against any such person for any such act or omission and should such proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse that person for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

78-69. Misuse of Part-time Faculty—The National Education Association believes that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should receive the same salary and fringe benefits as full-time faculty prorated according to the work load. The Association also believes that part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time faculty positions.

78-70. Noninstructional Support Staff—The National Education Association believes that greater emphasis must be placed upon securing and maintaining the most capable noninstructional support staff, such as secretaries, clerks, custodians, cafeteria workers, and playground supervisors. The Association recognizes that the noninstructional staff shares the same community of interest with the professional staff. The Association urges that salaries and benefits for the noninstructional staff be competitive with those for similar positions in private industry and business within the geographic area.

78-71. Health Examinations—The National Education Association opposes the imposition of physical and mental examinations by local school authorities for the purpose of harassment of teachers.

The Association urges its local affiliates to develop, in cooperation with the local school authorities, guidelines to determine under what circumstances a physical or mental examination of certificated personnel might be deemed necessary.

78-72. Higher Education Bargaining—The National Education Association is opposed to the designation of the executive branch of the state government as the college and university employer for purposes of collective bargaining.

The Association shall seek, as a condition for federal funding, that the boards of colleges and universities remain as independent agencies, apart from the executive branch of government.

78-73. Medication in Schools—The National Education Association urges its affiliates to establish procedures for students who must ingest prescribed medication during school hours. Procedures should include a physician's written verification of the student's need for medication, written permission of the parent or guardian, and proper storage of the medication.

The Association also urges its affiliates to work for legislation that will protect school personnel from all liability when the adopted procedure is followed and if school personnel refuse to administer medication under any other circumstances.

F. SECURE PROFESSIONAL AUTONOMY

F-1. Professional Autonomy—The National Education Association believes the profession must govern itself. The Association also believes that each state should have a professional standards board, with a majority of K-12 public school classroom teachers. Professional standards boards should have the legal responsibility for determining policy and procedures for teacher certification, approval of teacher certification, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (69, 75)

G. UNITE EDUCATORS FOR EFFECTIVE CITIZENSHIP

G-1. The Educator as a Citizen—The National Education Association believes that every educator has the right and obligation to be an informed and politically active citizen. It supports voter education to alert new voters to voting laws and procedures and key political issues. It urges local affiliates to seek written governing board policies to guarantee educators their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office. Provisions should be made to enable educators to serve in public office or on jury duty without personal loss and without curtailment of annual increments, tenure, retirement, or seniority rights.

Major decisions affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education. (69, 72, 76)

78-74. One-Person-One-Vote—The National Education Association believes that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

78-75. The Right To Know—The National Education Association recognizes that the survival of a constitutional representative democracy is inherently dependent upon an informed electorate. Open meeting and public disclosure laws are essential to permit the monitoring of governmental actions.

The Association therefore commits itself to protect the right of its members, both as voters and as educators of future voters, to be informed by their government to the fullest extent on all domestic and foreign policy, duly observing obvious national security interests.

H. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

H-1. Integration in the Public Schools—The National Education Association believes it is imperative that full integration of the nation's schools be effected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as geographic realignment, pairing of schools, grade pairing, satellite, and magnet schools. Some arrangements may require bussing of students in order to comply with established guidelines adhering to the letter and spirit of the law.

The Association will assist its affiliates to assure that educators, parents, and students are involved in the development of plans designed to achieve integration. It urges state and federal agencies to provide funds necessary to implement integration programs, including funds for student transportation. The Association also urges participation in citizen advisory committees consisting of teachers, parents, representatives of community organizations, business, clergy, media, and ethnic representatives in developing and implementing student desegregation plans.

The Association will continue to oppose vigorously the systematic displacement or demotion of Black teachers and administrators to achieve integration. It also opposes actions of boards of education to finance integration plans through reduction of school staff. (69, 70, 74, 77)

H-2. Human Relations in the School—The National Education Association believes that improved human relations is essential to the school environment. To improve human relations in schools, the Association calls for—

a. School recruitment policies that will ensure culturally diverse certificated and support staffs.

b. The development of ways to improve police-community and student-police relations through the joint efforts of school, community, and law enforcement agencies.

c. The reduction of the ratio of students to certificated staff to the level teachers determine, in each case, is essential to improved learning.

d. Further research and development of ways to identify and educate personnel who exhibit prejudiced behavior detrimental to the school environment.

e. The training of police in behavioral sciences, sociology, and human relations. (72, 76)

H-3. Martin Luther King Day—The National Education Association believes that the attention of the people of the nation should be focused on the importance of human relations during special activities at least one day each year. It recommends that state associations urge their governors to proclaim January 15 as "Martin Luther King, Jr., Day." The Association calls upon the President of the United States to proclaim January 15 a national holiday. The Association encourages its affiliates and all school systems to plan observances of this date that will promote goodwill among all persons (69, 70, 75)

H-4. Fair Housing — The National Education Association believes that all citizens should be free to reside in the communities of their choice. Local affiliates should lead in breaking down barriers that limit this freedom. The Association opposes the lending practice of "redlining" and urges affiliates to work toward its elimination. (69, 73, 76)

H-5. Equal Opportunity for Women—The National Education Association insists that all persons, regardless of sex, be given equal opportunity for employment, promotion, compensation, and leadership in all activities.

The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex." The Association urges its affiliates to support ratification of the amendment. It also supports the enactment and full funding of the Women's Education Equity Act.

The Association believes that the Equal Employment Opportunity Commission must have "cease and desist" authority to act in all cases of discrimination based on race, creed, color, national origin, and sex.

The Association urges governing boards and education associations to eliminate discriminatory practices against women in employment, promotion, and compensation. Personnel policies must include maternity leave; paternity leave; leave for adoption of a child; child-care leave; and professional leave, which encourages women to participate in professional growth experiences and to prepare for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure women equal access to elective, appointive, and staff positions.

The Association urges the establishment of Women's Education Committees in local and state associaitons as a vehicle for implementation of equal opportunity for women.

The Association believes that sexism and sex discrimination must be eliminated from the curriculum. (69, 71, 72, 73, 74)

H-6. Civil Rights — The National Education Association is committed to the achievement of a totally integrated society and calls upon Americans to eliminate by statute and practice barriers of race, national origin, religion, sex, sexual orientation, age, handicap, and economic status that prevent some citizens from exercising rights that are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgement of human and civil rights. Citizens must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society. (69, 70, 72, 77)

H-7. Institutional Discrimination—The National Education Association shall not participate in programs sponsored by organizations which deny membership to certain segments of our society on the basis of race, creed, sex, or ethnic background when such denials are not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such organizations.

The Association urges its affiliates and members not presently holding membership in such organizations to discontinue any involvement with such organizations, and urges that its members not participate in, provide programs to, or join organizations utilizing exclusionary membership.

The Association further urges its members now holding membership in such organizations to work actively from within for the total elimination of such exclusionary clauses and to encourage their students to assess their relationship to such organizations. (74)

78-76. Student Testing—The National Education Association recognizes that testing of students may be appropriate for such purposes as—

a. Diagnosing learning needs.

b. Prescribing instructional activities.

c. Measuring student progress in the curriculum content utilizing tests prepared or selected by the classroom teacher.

The Association opposes the use of tests that deny students full access to equal educational opportunities.

The Association opposes the use and will continue to seek the elimination of standardized tests, which are—

a. Damaging to a student's self-concept and contribute to the self-fulfilling prophecy whereby a student's achievement tends to fulfill the negative expectations held by others.

b. Biased against those who are economically disadvantaged or who are culturally and linguistically different.

c. Used for tracking students.

d. Invalid, unreliable, out of date, and restricted to the measurement of cognitive skills.

e. Used as a basis for the allocation of federal, state, or local funds.

f. Used by book publishers and testing companies to promote their financial interests rather than to improve measurement and instruction.

g. Used by the media as a basis for invidious public comparisons of student achievement test scores.

h. Used to test performance levels as a criterion for high school graduation.

78-77. Athletic Programs—The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff must be equally allocated between female and male programs.

78-78. Invasion of Privacy—The National Education Association is alarmed at the increasing surveillance of individual citizens by private and governmental agencies and school authorities. The cross-filing and interchange by private and governmental agencies of computerized information includes prejudicial reports on citizens, including students and teachers, descriptions and geographic locations of individuals who petition for redress of grievances, and of those who are involved in civil rights activities.

The Association is opposed to such practices on the part of governmental and private agencies. It is committed to effect the immediate cessation of such surveillance and elimination of information obtained thereby.

78-79. Voting Requirements—The National Education Association urges its affiliates to seek legislation that will provide simplified absentee voting provisions for all elections and uniform registration requirements without restrictive residency provisions.

78-80. Desegregation Delay—The National Education Association opposes any attempts to delay or impede implementation of desegregation orders.

78-81. Discrimination Against the Handicapped—The National Education Association believes that public facilities should not discriminate against the handicapped. It urges its affiliates to support legislation to remedy such discrimination.

78-82. Sectarian Practices in the School Program—The National Education Association believes that the Constitutional provisions on the establishment of and freedom of religion in the First Amendment require that there be no sectarian practices in the public school program.

The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same.

78-83. Physical Environment for Retirement—The National Education Association condemns those policies and practices tolerated at the state and federal levels that result in poor medical care, physical and mental abuse, excessive pharmaceutical charges, inadequate dietary programs, deteriorating living quarters, and untrained staff for patients and residents of nursing and retirement homes.

The Association urges its affiliates to join in political action to bring about legislative and administrative reform at the state and national levels.

I. THE BENEFITS OF AN INDEPENDENT, UNITED TEACHING PROFESSION

I-1. Strong Professional Associations—The Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (74)

I-2. Membership Participation in Associations—The National Education Association believes that every educator has the right and obligation to participate fully in the professional association. It also believes that school policies should provide release time without loss of pay to educators fulfilling leadership responsibilities in professional organizations or attending professional meetings.

1. Minority Concerns

The Association and its affiliates shall provide constitutional guarantees for at least proportionate minority membership in every phase of governance. Candidates for positions so established must be nominated by the minority group(s) represented. Operational guarantees shall provide for at least proportionate minority representation in staff positions and program development, and for the employment of women in staff positions.

The Association urges its affiliates to establish units to promote minority group involvement in the united profession.

2. Evaluation of Merged Associations

The Association recognizes the need to evaluate the extent to which adopted merger agreements are implemented. Such evaluations should be made using the evaluative criteria established by the Executive Committee including the following:

a. There is compliance with the terms of the merger agreement, in fact and in spirit.

b. There is a procedure available that assures members an effective means to resolve grievances.

c. There is a process that ensures that the unique contributions, history, and flavor of each former organization be retained and be visible in the new merged association.

The Association believes there is a need for systematic evaluation of state and local merger agreements every two years, the findings to be reported to the Representative Assembly. (69, 70, 71, 74)

I-3. Minority Participation in Affiliates—The National Education Association recognizes the need to evaluate the extent to which each of its affiliates not having a merger agreement provides and implements constitutional guarantees for at least proportionate minority participation in every phase of governance.

The Association believes there is a need for systematic evaluation of such state and local affiliates every two years, the findings to be reported to the Representative Assembly. (72, 74)

78-84. Presidential Appointments—The National Education Association believes that the needs of all Americans for education of the highest quality demand that criteria for presidential appointments in the field of education be based on significant accomplishments in the educational community, and that partisan political factors should never be considerations of more than secondary importance.

The Association requests that presidential appointments of federal education officials be made only after screening and approval by a panel of professional educators established by the Association's Board of Directors.

78-85. Retired Teacher Participation—The National Education Association believes that the united teaching profession should ensure that retired teachers are afforded the opportunity to gain input into association programs and activities at the national, state, and local levels.

78-86. Supporting Locals in Jeopardy—The National Education Association believes that direct and immediate assistance should be afforded to those affiliates of the united teaching profession membership that exist within highly concentrated AFT, independent locals, or National Association of Professional Educators territories. Large support is needed to effect ultimately the desired membership growth within the Association. The Association urges its affiliates to initiate programs which will strengthen and enhance the local organizational structure. Continuous communications and interinvolvement of the local, state, and national bodies are keys to the success of the local affiliates in building solid professional organizations.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA Teachers Face the Challenge of Handicapped Children in the Classroom

"Adults often chop off a child's curiosity about a handicapped person. You say, don't look, don't ask what's wrong with his leg. They learn not to ask."

"Children are often told that if they misbehave they'll end up like a handicapped person."

"I think our society has overemphasized beauty on the outside, not on the inside."

—Teachers' reactions to attitudes towards handicapped persons, at NEA's 16th National Conference on Human and Civil Rights in Education

"Many handicapped children were never taken out of the regular classroom, they were placed there out of convenience," charges Prince George's County, Md., special education teacher Karen Kuker Kihl.

WASHINGTON, D.C.—Teachers who will someday teach handicapped children under the new federal law mandating an appropriate education for all children, and teachers who already do, came here for a three-day NEA-sponsored conference March 17-19.

They came, some 650 of them, to find out what Public Law 94-142 will mean to them in their own classrooms, far removed from the Washington bureaucracy.

They came to hear NEA Vice-President Willard McGuire speak of teacher needs for in-service training, smaller classes, and support from parents of handicapped students.

But mostly they came to exchange thoughts and feelings with their peers—feelings of uncertainty in the face of change, coupled with a willingness to do what is expected of them—and to do it well.

In a group discussion on attitudes toward the handicapped, teachers examined their own reactions, usually embarassment and avoidance. Teachers also suggested ways in which they might get to know handicapped people as individuals, rather than as categories.

"I would like to look at the person next to me, but I don't want to embarass her, so I'm ignoring her," said one teacher.

The woman in question is deaf. When her interpreter signed the message, Mary McCall of Montgomery, Alabama, replied, "I want to put people at ease, but they perspire when I tell them I'm deaf. Maybe you can help let me know how to put you at ease."

Another teacher recalled being embarassed when dining out with a blind friend. "It's so dark I can hardly see the menu," he said. "I'm hoping you can," the friend laughed, breaking the tension.

One woman with two small children cut up a piece of meat at the request of a friend who had cerebral palsy and was horrified to discover that she had cut the meat in tiny, child-sized pieces.

Children pick up the attitudes of their elders toward handicapped people, teachers said.

"I have a blind student, but the others were afraid to be curious," related one teacher. "It was a long time before they helped her, and asked her why, where did blindness come from?"

Continued on next page

The woman at lower left is translating speeches into sign language for Mary McCall (center) of the Montgomery, Alabama, Southeast Learning Resource Center. Some 650 teachers and others interested in educating handicapped children attended NEA's 16th annual conference on human and civil rights in education.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Continued from preceding page

One teacher took his class to view a film in the company of a class of retarded children. "We can't, they'll hurt us, they're crazy!" students protested. Later they said the other kids were "real nice."

A math teacher told the group she has a student who can't hear or speak. At first she was terrified, "but now I know I can handle it. He writes me notes, and he's with the advanced group."

How can teachers deal with their own prejudices and misconceptions? the participants wondered.

Among the suggestions they heard:

- Start first with films describing how handicapped people cope
- Survey staff fears about the handicapped
- Bring in handicapped individuals to talk about their limitations—real or imagined
- Do sensitivity exercises.

Some controversy exists over whether teachers should blindfold themselves to experience blindness, or use wheelchairs to experience lack of mobility.

Some say that nonhandicapped people know they will be all right as soon as they take off their blindfolds or step out of their wheelchairs—while a handicapped person is permanently restricted.

On the other hand, one teacher said her high school students tooled down snowy streets in wheelchairs, facing frustration when they couldn't find ramps.

"They watched the reaction of others to beautiful young people with their legs tucked under them in wheelchairs, compared to the reaction when they walked through town. The students were shocked by the change," she said.

Ignorance Is No Excuse

Other small groups discussed issues ranging from individualized education programs to least restrictive environment, from student testing to integrating deaf students.

At a session on collective bargaining, panelist Charles Walker, associate director of education for the New Jersey Education Association, told teachers to "read the law so many times that you know as a negotiator what the law says, rather than accepting what some pedagogical peddler tells you."

Walker suggested that if the school administration expects

NEA Vice-President Willard McGuire tells conference participants, "NEA's study of handicapped education makes it crystal clear that one of the most serious problems that teachers face today, one of the most intransigent obstacles to good education, and a constant source of teacher frustration, is the problem of overcrowded classrooms."

Warning against stamping children with stigmatizing labels from which they will never recover, Billie Nave Masters said, "I was trampled at 13 by a horse and have artificial hips, but I never viewed myself as a handicapped Indian woman. Who's putting labels on whom?" Masters, supervisor of teacher education at the University of California's Irvine Campus and chairperson of NEA's First American Caucus, is a member of the Cherokee Nation, Western Band.

"I have found there is a gap between the general and the special education teacher," said Mae Kim, a classroom teacher in Mililani Town, Oahu, Hawaii, and member of NEA's Committee on Human Relations, summing up the conference.

A 6th grade classroom teacher from Columbus, Ohio, Donald Lloyd faces "no problems" with four handicapped youngsters in his class of 28. "Most of these kids realize they're behind. I tell them some people are good in some areas, some weaker. Everyone is good in something. One student (with academic difficulties) was outstanding in ceramics and explained to the class how glazing is done."

The Gallaudet Dancers entertain the 650 conference participants. Though deaf, the dancers can hear drum vibrations. Director Peter Wisher observed, "Rhythm is internal. Our heart beats even if we can't hear it." Organized on the Gallaudet College campus (Washington, D.C.) in 1956 by Wisher, the dancers have performed throughout the United States and Europe.

teachers to work additional hours preparing paperwork on handicapped children, then associations "should use this as an opener to bring the issue to the table before it comes another past practice."

Sex and Personality Biases?

In the session on testing potentially handicapped students, Billie Nave Masters stated that boys are more likely than girls to get help for learning and behavioral problems.

"Girls test high on reading and sit quietly in the corner, so they're not seen as a problem—even though they have 'math anxiety' or otherwise need help," Masters explained.

"But boys who can't read are seen as more of a social problem than girls who can't do math. Boys are more aggressive, so they're referred and get help early," she added.

In another testing session, Lois Durbala, school psychologist for the Ruby Van Meter School, a special education school in Des Moines, Iowa, discussed teacher prejudices that may result in labeling normal children as emotionally or mentally disturbed.

Children who are not pretty—for instance, who have protruding teeth, or who are surly or rebellious—are more likely to be referred for special assistance than the physically beautiful or friendly child, Durbala said.

McGuire Urges Changes

NEA Vice-President Willard McGuire, who gave the closing address at Sunday's breakfast meeting, told teachers they must meet the challenge of educating handicapped children in the nation's public classrooms.

McGuire called for more money to pay for in-service education for both general and special education teachers.

And for administrators too, "because if administrators lack the understanding and attitudes necessary to honor the letter and spirit of the law, they will become obstacles to its fulfillment."

He called for money to pay for released time so teachers can attend in-service training, money to remove architectural barriers to our schools, and money to revamp teacher education programs in colleges and universities.

"I am not saying that all teachers should be prepared to become special education teachers," explained McGuire. "But I am saying I agree with the NEA special study panel that the worlds of regular and special education have to come together."

The NEA vice-president told teachers they must "move aggressively to seek the support of the parents of handicapped children" in implementing the new federal law.

NEA REPORT: "Consensus, Conflict, and Challenge" in Educating the Handicapped

The civil rights movement for the handicapped is now in its early consciousness-raising stage and teachers are becoming aware of what an NEA Report calls "perhaps the quietest minority group of all—and the one most cruelly neglected."

A concern for all the individuals who testified before NEA's panel studying how handicapped children are *really* educated permeates the panel's report, "Education for All Handicapped Children: Consensus, Conflict, and Challenge," authored by NEA Teacher Rights writer Dorothy C. Massie.

The 10-member panel includes three teachers, three principals, two advocates from groups representing handicapped individuals, and two parents of handicapped children.

The panel and NEA staffers conducted hearings and visited 43 schools in three communities. They paid special attention to problems of rural isolation around Des Moines, Iowa; to black handicapped children in Savannah, Georgia; and to Chicanos in North Santa Barbara County, California.

The report criticizes the practice of labeling large numbers of minority children as retarded due to cultural and language differences.

Ironically, the panel suggests that many children who really *are* handicapped are out of sight, out of mind, and need to be located: "migrant children, children who live in isolated rural areas and inner-city and suburban low-income areas, and non-English-speaking children of all races and ethnic groups."

Other suggestions by the NEA panel include:

- School systems should "eliminate all use of group-administered, norm-referenced standardized tests."
- State departments of education and local education agencies should develop plans for preservice and in-service education for all teachers (not just those in special education), paraprofessionals, and volunteers.
- Handicapped children should not be placed in overcrowded classrooms. The panel declined to recommend a weighting formula for handicapped children, leaving that decision up to local teacher organizations and their school boards.
- Teacher associations should seek grievance procedures to settle disputes arising out of the federal law for the education of all handicapped children.
- Teachers should form coalitions with parents and advocate groups to increase the quality of education for the handicapped.
- Special and general education teachers must work together.
- School systems should seek to shorten lengthy day trips by handicapped children, particularly those with orthopedic or multiple handicaps who can least bear the strain.
- Carpentry students, parents, and other volunteers might be able to help modify architectural barriers that prevent handicapped children from attending local schools.
- A Cabinet-level Department of Education would help "establish a more coherent and effective program of federal education services."

The NEA panel's report, "Education for All Handicapped Children: Consensus, Conflict, and Challenge," Stock No. 1509-6-OD, may be ordered for $3.50 a copy from NEA Order Dept., The Academic Building, Saw Mill Road, West Haven, CT 06516. Discounts are available on bulk orders: 10% off for 10 to 49 copies, 15% off for 50 to 99 copies, and 20% off for 100 or more copies.

August Olim (left), treasurer of NEA's Asian and Pacific Islanders Caucus, and Laverne Moore (right), chairperson of NEA's Minority Affairs Committee, discuss Asian education issues with Steve Thom, director of the Asian and Pacific American Education Concerns Office, United States Office of Education. The NEA teachers were participating in an April 1, 2, and 3 national mini-conference of selected Asian and Pacific American educators.

Human Rights Awards Dinner July 4 in Dallas

The 1978 Human and Civil Rights Awards Dinner will be held Tuesday, July 4, during NEA convention week in Dallas.

The eight human rights awards to be presented are: the H. Councill Trenhom Memorial Awards—for advancing intergroup understanding within the education profession; the Carter G. Woodson Memorial Award—for promoting the observance of Afro-American History Month; the Rosena J. Willis Memorial Awards—for having the most effective state and most improved local human relations programs; the Leo Reano Memorial Award—for contributing most to First American education; the George I. Sanchez Memorial Award—for contributing most to the education of Hispanic Americans; the Award for Creative Leadership in Women's Rights—for advancing educational opportunity for women and girls; the Award for Leadership in Asian and Pacific Island Affairs—for advancing educational opportunity for Asians and Pacific Islanders in the U.S.; and the Whitney M. Young, Jr., Memorial Award—for enforcing equal employment opportunity and fair hiring practices.

The Irvamae Applegate Award for International Relations will be presented to a teacher who has furthered international understanding.

With the coupon below, state affiliates may order both individual tickets and tables of 10 seats to keep their state delegations together during the dinner. Individual members may also use the coupon to buy tickets from their state associations or from NEA Teacher Rights.

TUESDAY, JULY 4, 1978; NEA Human and Civil Rights Awards Dinner, The Hyatt Regency Dallas; Dallas, Texas

Last Name **First** **Middle**

Association

City **State**

( )

Area Code Telephone No.

I will order .... blocks of 10 tickets to the dinner at $220.00 per block. ($1.00 discount per ticket prior to June 9.) Each block of 10 tickets represents one (1) table, seating 10 persons, for dinner. Discount price $210.00.

and/or

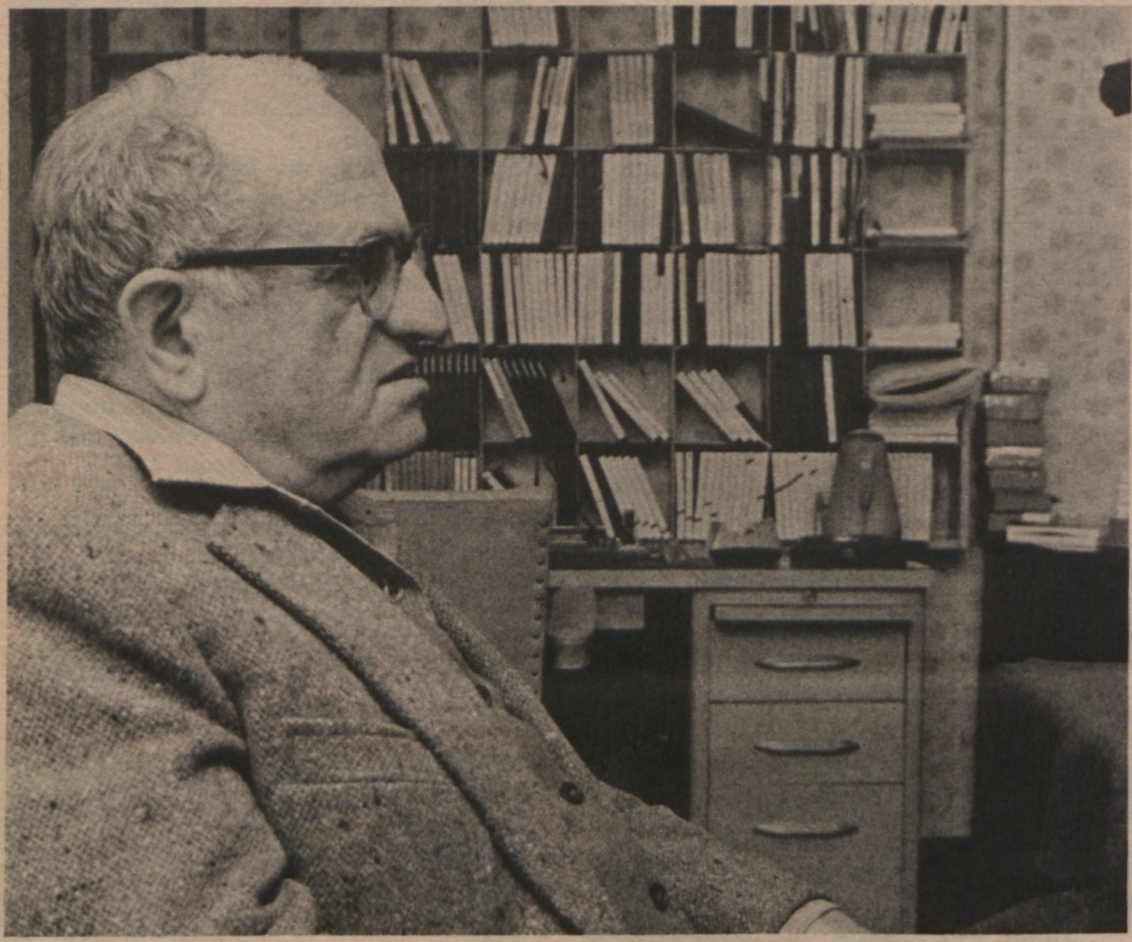
I will order .... tickets at $22.00 per ticket. ($1.00 discount per ticket prior to June 9 or $21.00 per ticket.)

Enclosed is a (check/money order) in the amount of .... which represents total payment for .... tickets. Make checks/money orders payable to Teacher Rights. Mail to NEA Teacher Rights, 1201 16th Street, N.W., Washington, DC 20036. For further information, contact F. J. Johnson or Javetta S. Richardson at 202/833-4292.

NOTE: All tables are reserved and table numbers are printed on tickets. Guests will be seated by table number based upon the date of receipt. Early reservations will receive preferential seating. NO TABLES WILL BE RESERVED UNTIL CHECKS/MONEY ORDERS HAVE BEEN RECEIVED AND CLEARED. Tickets ordered and postmarked after June 16 can be picked up at the Convention site.

nea reporter INTERVIEWS

Shalom Levin: Israeli Teacher-Leader



Shalom Levin, Secretary-General of the Israel Teachers Union, visited NEA Center in April while traveling throughout the United States.

Levin, 62, is serving his twentieth year as secretary, an elected position. While secretary, he served two terms in the Knesset, Israel's parliament. He continues to lecture at the University of Tel Aviv. Levin addressed last year's NEA Representative Assembly in Minneapolis.

Interviewed by the *NEA Reporter*'s Barbara Lawless, who has lived in Israel, Levin discussed the Holocaust, international cooperation, trade unionism, and the unique problems of educating a diverse nation which is often under military attack.

Eighty percent of the teachers, 52,000 of them, mostly in the primary grades, belong to the Israel Teachers Union.

This September, for the first time, Israel's one million students will be able to complete high school at public expense. Until now, the government provided education only through the 10th grade, leaving further secondary education to those parents who could afford to send their children to private schools.

On April 6, the Israel Teachers Union called its first national strike. It lasted only one day, but is a warning that may be repeated during salary negotiations, Levin said.

Though in the U.S. while the NEA-recommended "Holocaust" was broadcast over NBC television, Levin saw only a few minutes of the program. Like most Israelis, however, he was directly touched by the Nazi regime. The last of his immediate family to leave Poland, Levin got out in 1937, two years before Germany invaded. He was 21, a graduate of Vilna Teachers College.

"It was almost my last chance," Levin said. "I remember that I had to give some bribe to the government official in order to give me the visa as soon as possible. But I have lost the greatest part of my family in the Holocaust, in Poland."

Q. Why is it important for us to remember what happened during the Holocaust?

A. First of all, I would like to express my appreciation to NEA for endorsing such a program.

I consider it the responsibility of all teachers' organizations to initiate such programs and to put the implications of the Holocaust on the agenda of all curriculum discussions.

Q. Should it be taught in the schools?

A. Yes, because there's a great danger in forgetting what happened.

One of our famous spiritual leaders, called the Baal Shem-Tov (Master of the Good Name), the founder of the mystical Hassidic movement, said that remembrance is the root of redemption.

So, to forget is a sin.

Q. What can NEA and the Israel Teachers Union accomplish by working within the World Confederation of Organizations of the Teaching Profession?

A. Perhaps I may add my personal opinion. I believe NEA, as the largest teachers' organization in the free world, has a special responsibility. NEA is a leading organization of WCOTP, and can influence other teacher organizations. And of course, WCOTP is a messenger of democratic ideas.

Q. You lecture at Tel Aviv University, where you discuss the history of NEA. Why?

A. I'm trying to spread the idea that teaching should become a profession. . . . On the other hand, teachers, as employees and as hired people, have their trade union interests.

And it is a dilemma for teachers' organizations which considerations to prefer, professional or trade unionism.

And I found the dilemma expressed in the history of NEA. NEA started as a professional organization. Take the program of NEA: I don't remember it by heart, but it was to elevate the character, to promote the cause of education.

NEA has been developed now into a union, or is approaching a union concept, and my attitude is positive. As you know, I myself am a labor man.

Q. Did you come into trade unionism as a teacher or through other experiences?

A. I have been a teacher. But when I came to Israel, I worked at the harbor of Haifa for more than half a year (as a dockworker), because I believed that all young Israelis had to become physical workers.

Then I became sick, very sick; I caught, I remember, the yellow fever, and my life was endangered. Then, after I recovered, I decided to go to my vocation, to my profession. I started teaching. But I haven't changed my views.

Q. The Israel Teachers Union struck on April 6. Was this your first strike?

A. It was the first *national* teachers strike since the establishment of the state [in 1948]. We had national strikes of teachers before then. In fact, the first teachers strike (in Israel) was in 1913, before the first World War, under Turkish rule.

And the reason for that [1913] strike was which would be the language of instruction in the schools. Because the opinion of the teachers union was that Hebrew should become the language of instruction.

The strike was against the people who sent money from Berlin and Paris and London to maintain the few Jewish schools in Palestine. And of course, Hebrew was a dead language. It was the language of the holy scriptures, but it was an unspoken language. And the teachers dared to say Hebrew, against the opinion of the prominent people. And then they went on strike for two months, and they won.

And then they had strikes under the British. Teachers didn't get for three or four months their salaries. They were starving. So our union had no choice but striking.

But since the establishment of the state, we'd never had a general strike.

Q. So this is the first?

A. Yes, the first. This time it was a money issue, on the rate of inflation (about 35 percent a year). The main reason was the refusal of the government to negotiate.

They tried to delay. We had a contract for three years. It expired the 31st of March. We were asking for a 35 percent increase. According to my opinion, it is a very moderate demand.

A beginning teacher in Israel gets a salary equivalent to $260 to $270 American dollars a month. It is lower than the average salary of hired people. The maximum salary for a teacher would be $400 to $420 a month after 20 years.

Q. You have so many different cultures in Israel, particularly with immigration of Soviet Jews and the so-called Oriental Jews from Moslem countries, as well as a large number of Arabs. How are they educated?

A. The Arabs have their own schools. They enjoy full autonomy in education. Their education system is, I would say, a religious one. It is based on the Koran and Moslem customs and traditions, and we don't see for us any right to change or to interfere.

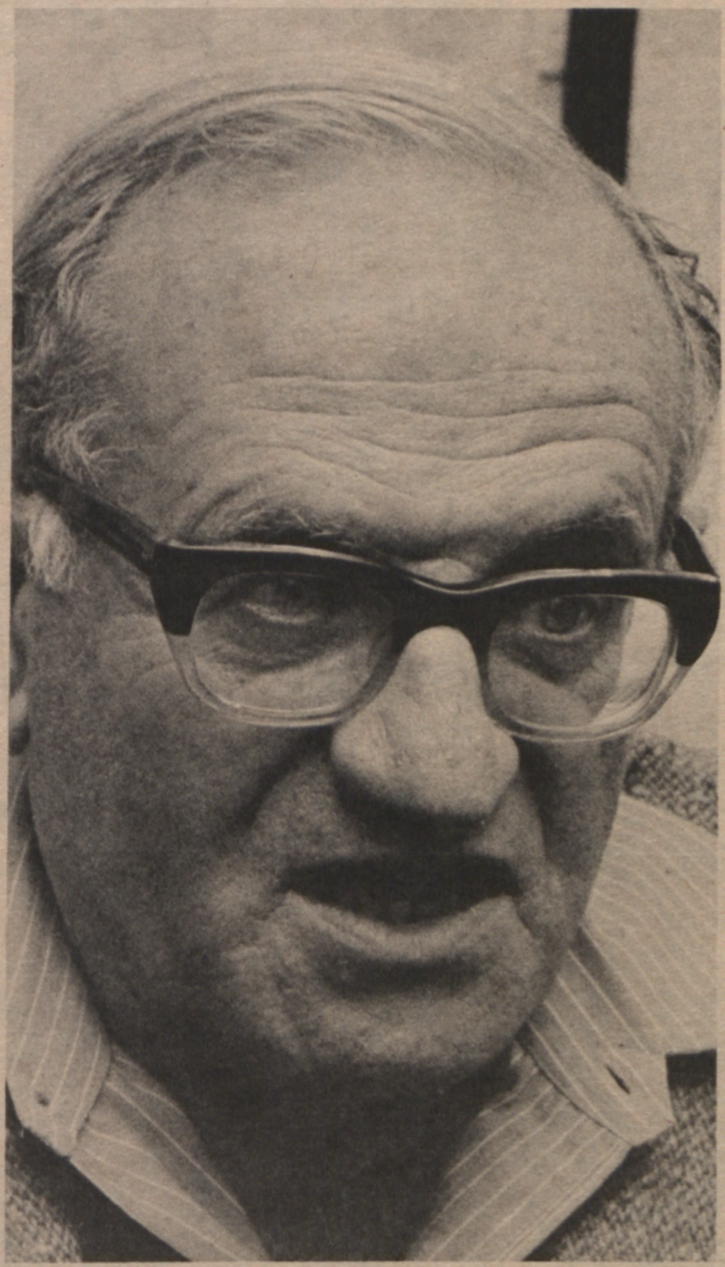
We have problems of integration among the Jews, very difficult.

We have two sections, almost equal in numbers. One section of Jews who came from Europe, the other section of Jews who came from the Moslem countries. The differences are of various kinds: ethnic, social, and cultural.

And in fact, it is our main worry in education. The goal, first of all, is to reduce the gap.

And we have special programs. What we are now trying to do in Israel, and it is a new experiment, we have 40 cities and small settlements where we give preference to the needs of education.

We are trying to develop educational programs for the children with their families. Because we believe that the family is perhaps the main agent in education.



What happens is, if the child is growing up in a family where the mother cannot speak Hebrew, the child is not talking with her mother, the mother is not talking to the child.

The mother cannot sing a lullaby, cannot tell a story or a legend. So the mother and the father don't play their roles as inheritors of culture.

Q. They may have a different culture.

A. But they don't inherit any culture. If culture means songs, and stories, and philosophies, and some reference to the Hebrew heritage, to the religion, in that case, the culture of many families is very poor, very poor.

And we came to the conclusion: that in order to educate a child, we have to educate the parents.

And we have at the same time to invest money, not only to teach the child Hebrew or writing or arithmetic, we have to try to do the same with the mother of the child.

And we know there are some psychological problems—to have at the same time the mother with her child making homework or going to school.

But as I said before, we are trying. It is for us a question of life and death.

Q. Would you comment on the security problem in Israeli schools, which are often the target of terrorist attacks?

A. The security problem is a very serious one. It puts a burden on the teachers, not only on the parents.

Teachers have to come half an hour earlier in order to search the school (for bombs). The parents (armed, in shifts) are guarding the schools and the kindergartens. It is a burden, but we cannot help it. It is the way we are living.

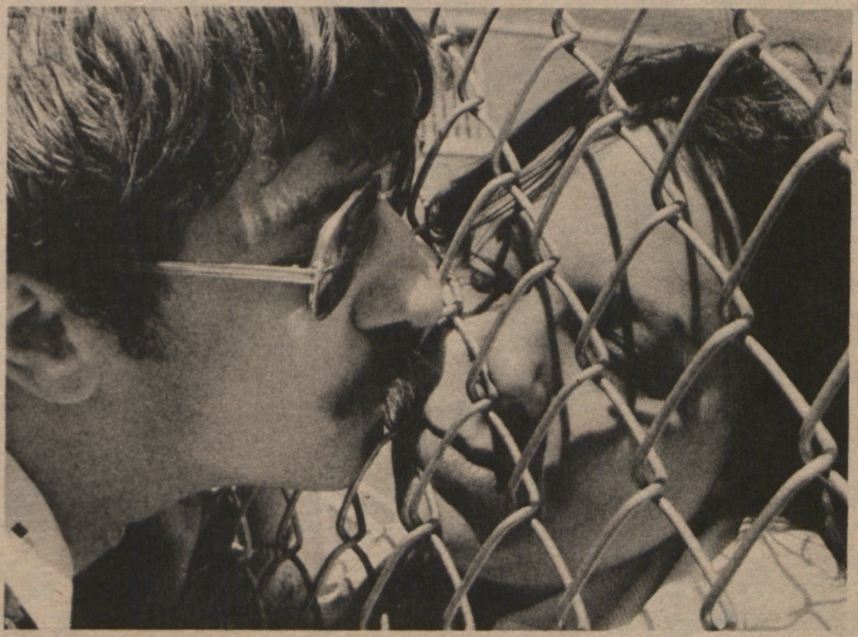
38 Jailed in Ohio Strike

Brunswick Teachers Win Bargaining Fight

BRUNSWICK, OHIO—Although 38 of their number were jailed for nearly a week this spring, teachers here stuck to their principles and forced the school board to bargain in good faith. In the end, the teachers were released and a settlement reached.

Brunswick Education Association members, without a contract from last September, won broad community support after a court issued a restraining order to striking teachers, then chose teachers from a list submitted by the board and jailed them.

Following a barrage of publicity favorable to the association, the teachers were freed and negotiations resumed. BEA members won a $9,750 base salary retroactive to January, with the base going to $10,250 next January. They also got improved fair-dismissal and evaluation procedures, a nonreprisal clause, and lump-sum payment of the retroactive pay.



Jailed teacher Valerie Liambeis gets a visiting-day kiss from her husband Philip through the fence at Medina County (Ohio) Jail.

Jailed teachers talk to friends and relatives through the jail fence. The teachers were released after seven days, and successful bargaining ended the dispute.

NEA Executive Director Terry Herndon congratulates teacher of the year Elaine Barbour, a sixth grade teacher from Coal Creek Elementary School in Montrose, Colorado, and longtime NEA member. Barbour was presented with NEA's award for "distinguished service" by NEA President John Ryor (center). The teacher of the year was recognized for her ability to motivate students by instilling pride and self-discipline in them.

LETTERS

A members' forum—especially, a place for dissenting members to share their concerns.

NEA Review Board

I direct your attention to Page 13 of the March 1978 *Reporter*. The headline and content of the article "NEA Review Board Says Former Teachers Can't Represent Current Teachers" are misleading.

The Review Board does *not* have the right to make the policy of the Association. It rules on whether a challenged action of a governance body conflicts with or is in agreement with the NEA Constitution and Bylaws.

In the case brought by the NJEA, the Review Board sustained the action of the NEA Board of Directors by ruling that said action was constitutional.

To sustain an action as constitutional should not imply agreement or disagreement with the policy involved. To suggest so is to compromise the integrity of the Review Board and to make any or all of its future decisions suspect.

Frank K. Totten
President
New Jersey Education Association

Teacher Centers

You claim that teachers will run the teacher centers but your only suggestion for in-service training is to help implement "another federal law". Can't teachers have a little more freedom than that? It appears that the teacher centers are to be operated on a grants system. Who controls grants—those who write up the guidelines, often to promote a new law, and those who award the grants. Teachers it aint.

Bill Sweeters
Vermillion, South Dakota

J. P. Stevens Boycott

... Teachers should not support the boycott of J. P. Stevens products as recommended by an article in the *NEA Reporter*, March, 1978, Vol. 17, No. 2.

... Teachers in the Carolinas, Georgia, and Virginia don't need help from our colleagues in a matter of which they have no real knowledge. As professionals, let's work together to improve education. There are so many needs in our own field that it ill behooves us to impose ourselves in such matters as this union fight.

Mrs. Mary Lee Jackson
Great Falls, South Carolina

Members' letters are welcome. Please address them to Editor, *NEA Reporter*, 1201 Sixteenth St., N.W., Washington, DC 20036.

I note in your March 1978 issue a partial list of J. P. Stevens products. This boycott is receiving much publicity in Massachusetts. A nationwide organized campaign by organized labor is needed.

Bernard Kummins
Marblehead, Massachusetts

Social Security

N.E.A. thank you for blocking mandatory Social Security coverage for teachers.

Here again is a case of everyone thinking of himself and how a law applies to him first. To a teacher who has taught 38 years and given to a basic pension, to be forced to be on Social Security would be a step backward. Social Security would dip into hard earned, well managed funds and use them to boost its ailing, poorly managed funds. If people wish to go on S.S. fine but I feel if I'm forced to do so, my constitutional right to say where my money goes has been taken. Please keep an eye on our funds and keep them out of S.S. Thanks.

Fern Walker
Houston, Minnesota

Collective Bargaining

I was very much interested in the article, *Wisconsin Teachers Win Binding Arbitration, Limited Strike Rights* appearing in the March *NEA Reporter*.

For the past ten years I have urged our NEA Ex. Committee, Board of Directors and Government Relations (Legislative Division) to pursue diligently these procedures in working for a Federal Collective Bargaining Law for Public Employees and for Teachers particularly. It occurs to me that it is incumbent for our leaders to study very carefully all aspects of Senate Bill 15 in Wisconsin and determine if there are not some very good features to be incorporated into any Federal Bill which is introduced.

Corma A. Mowrey
NEA President 1950-51

Retired Teachers' Rights

The "Human Rights" of retired NEA *members* are consistently ignored in the pages of the *Reporter*. Out of sight, out of mind—this seems to be the attitude of NEA.

Retired teachers have time to read, to think, and to VOTE in public elections. Think about that. We can represent retired teachers AT THE POLLS.

J. Ronald Steiger
Easley, South Carolina

Deadline Notice to Former Overseas Teachers

Teachers in the Overseas Education Association won the largest and most complex back pay suit in the history of the federal government three years ago. The processing for this suit is beginning to draw to a close.

On March 29, 1978, it was announced that *teachers* employed overseas by the Department of Defense Dependents Schools between April 14, 1966, and June 30, 1975, *have until November 1, 1978*, subject to court approval, to apply for back pay entitlement under a court judgment issued in June 1975.

The judgment resulted from a class action suit in which the court ruled that DoD had been compensating teachers under a year-old salary schedule and had failed to give the teachers pay credit for teaching experience equal to the prevailing practice of a majority of the large stateside school districts. The maximum payment authorized by the court is $10,000 before deductions.

On February 1, 1978, the Department of Defense essentially completed notification to more than 20,000 current and former teachers of the back pay due them. To date, more than 25 percent of this number have received their back pay checks, with payments averaging between $3,000 and $4,000.

Former DoD school teachers who have not yet applied for back pay should furnish the Department of Defense, Office of Dependents Schools, Attention: Back Pay, 2461 Eisenhower Avenue, Alexandria, VA 22331, the following: name under which employed, date of birth, social security number, inclusive dates of employment, and if currently employed by the federal government, the name and address of the employing agency. No further application is required. The Department will compute each teacher's entitlement and so advise the teacher, without further action on his part.

INTERIM FINANCIAL REPORT TO NEA MEMBERS

John T. McGarigal
Secretary-Treasurer

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES AND FUND BALANCES
MARCH 31, 1978
UNAUDITED

	GENERAL FUND	CAPITAL IMPROVEMENT FUND
ASSETS		
Cash	$ 381,587	$ 6,410
Short-Term Investments		49,230
Accounts Receivable:		
Membership Dues	30,621,392	
Publication Sales and Advertising	122,062	
Note and Interest Receivable		354,958
Due from Governance and Non-Governance Affiliates and Other Organizations	206,819	
Due from Special Purpose Funds	761,152	
Investment, at cost:		
Marketable Securities	182,345	
Reston Property	970,342	
NEA related corporations	92,750	
Other Assets	622,532	
Fixed Assets, at cost:		
Land		1,753,777
Building		11,431,128
TOTAL ASSETS	$33,960,981	$13,595,503
LIABILITIES AND FUND BALANCES		
Notes Payable	$ 1,500,000	
Accrued vacation and other benefits	2,897,914	
Accounts payable and other liabilities	1,374,547	
Funds held for Governance and Non-Governance Affiliates and Other Organizations	455,839	
Fund held for Special Purposes	759,536	
TOTAL LIABILITIES	$ 6,987,836	
Fund Balances:		
General Reserve	$25,919,037	
Operating Reserve	1,054,108	
Capital Improvement Fund		$13,595,503
TOTAL FUND BALANCES	$26,973,145	$13,595,503
TOTAL LIABILITIES AND FUND BALANCES	$33,960,981	$13,595,503

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF GENERAL FUND INCOME AND EXPENDITURES BY GOAL
FOR THE SEVEN MONTH PERIOD ENDED MARCH 31, 1978
UNAUDITED

	ACTUAL	BUDGET
INCOME		
Membership dues	$46,609,326	$47,998,000
Advertising	597,490	500,000
Investment income	34,084	75,000
Fees and Services, Principally from Affiliates and Other Organizations	347,064	725,000
Miscellaneous	—	200,000
	$47,587,964	$49,498,000
EXPENDITURES BY GOAL		
Human and Civil Rights in Education	$ 2,804,300	$ 5,370,964
Leadership in Solving Social Problems	127,645	348,852
An Independent, United Teaching Organization	4,379,849	6,549,543
Professional Excellence	2,964,208	4,652,760
Economic and Professional Security for all Educators	2,836,884	4,878,038
Significant Legislative Support for Public Education	928,521	2,171,989
Communications	1,327,696	2,565,825
Research	845,436	1,352,024
Uniserv	7,027,910	10,116,241
Administrative Services	3,836,175	8,077,634
Governance	1,565,716	3,274,950
	$28,644,340	$49,358,820
EXCESS OF INCOME OVER EXPENDITURES	$18,943,624	
EXPENDITURES BY NATURAL CLASSIFICATION		
Salaries and benefits	$ 8,674,057	
Joint projects with state and local associations	10,574,558	
Travel	2,599,892	
Publication costs	2,042,576	
Office expenses (telephone, office supplies, other)	1,045,428	
Administrative expenses (interest, insurance, rent, other)	620,010	
Outside services (legal, audit, consultants, other)	1,969,155	
Machine rental and repairs and materials and supplies	1,187,370	
Less recovery of costs	(68,706)	
TOTAL EXPENDITURES	$28,644,340	

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF SOURCES AND USES OF CASH
FOR THE SEVEN MONTH PERIOD ENDED MARCH 31, 1978
UNAUDITED

SOURCES OF CASH		
Collection of Membership Dues Relating To:		
Fiscal Year 1977-78	$19,069,151	
Fiscal Years 1977 and Prior	8,529,652	
Notes Receivable	91,355	
Other Membership Receipts	43,313	
Membership Receipts after dues cutoff	39,738	$27,773,209
Publication Sales and Advertising		1,087,870
Fees and Services, principally from Governance and Non-Governance Affiliates and Other Organizations		347,064
Excess of Receipts over Disbursements for Governance and Non-Governance Affiliates and Other Organizations		397,719
Excess of Disbursements over Receipts for Special Purpose Funds		28,329
Interest and Investments		30,817
Proceeds from short-term borrowings (Net)		1,200,000
Other		133,933
TOTAL SOURCES OF CASH		$30,998,941
USES OF CASH		
Cash Disbursements for Budgeted Expenses		$29,829,820
Indemnification Payments to States and Locals for loss of Membership		1,004,539
Commissions and Production Charges for Advertising		177,120
Purchase of Equipment		166,000
TOTAL USES OF CASH		$31,177,479
Net Decrease in Cash for the Seven Month Period		(178,538)
Cash Balance, August 31, 1977		560,125
Cash Balance, March 31, 1978		$ 381,587

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(indicate tour in which you are interested)
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City __________ State __________ Zip Code __________

PREVIEW OF 1978 CHRISTMAS TRAVEL PROGRAMS

Area	Tour Highlights	Dates	Departure City	Per Person Price**
Hawaii	Seven nights Honolulu in superior hotel with private bath, flower lei, city/Mt. Tantalus tour, round-trip transfers and baggage handling, local tour escort, transportation via Northwest Airlines and connecting carriers, Group Inclusive Tour air fare.	12/22 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$518.00 to $699.00
Hawaii	Four nights Honolulu & three nights Outer Island in superior hotel with private bath, same inclusions in Honolulu as mentioned above, round-trip air flights, transfers and baggage handling on Outer Island, half-day sightseeing tour, transportation via Northwest Airlines, Group Inclusive Tour air fare.	12/22 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$549.00 to $789.00
Russia	Three nights Moscow, three nights Leningrad, one overnight sleeper between cities, first-class hotels with private bath, all meals, complete sightseeing in both cities, round-trip transfers and baggage handling abroad, transportation via Pan American, OTC charter air fare.	12/23 — 12/31/78	New York	$798.00
London	Seven nights accommodations in first-class hotel with bath and Continental breakfast, one-half day panoramic London sightseeing tour, two theatre vouchers for London shows of your choice (selection upon arrival in London), round-trip transfers and baggage handling abroad, hospitality desk, transportation via Pan American, OTC charter air fare.	12/24/78 — 1/1/79	New York	$509.00
Rome	Nine nights accommodations in first-class hotel with private bath and Continental breakfast, one-half day city sightseeing tour, round-trip transfers and baggage handling abroad, hospitality desk at hotel, transportation via U.S. supplemental carrier, charter air fare.	12/22/78 — 1/1/79	New York	$599.00

Eligibility: NEA members, their families and friends.

** Itineraries, dates, and prices are subject to change.

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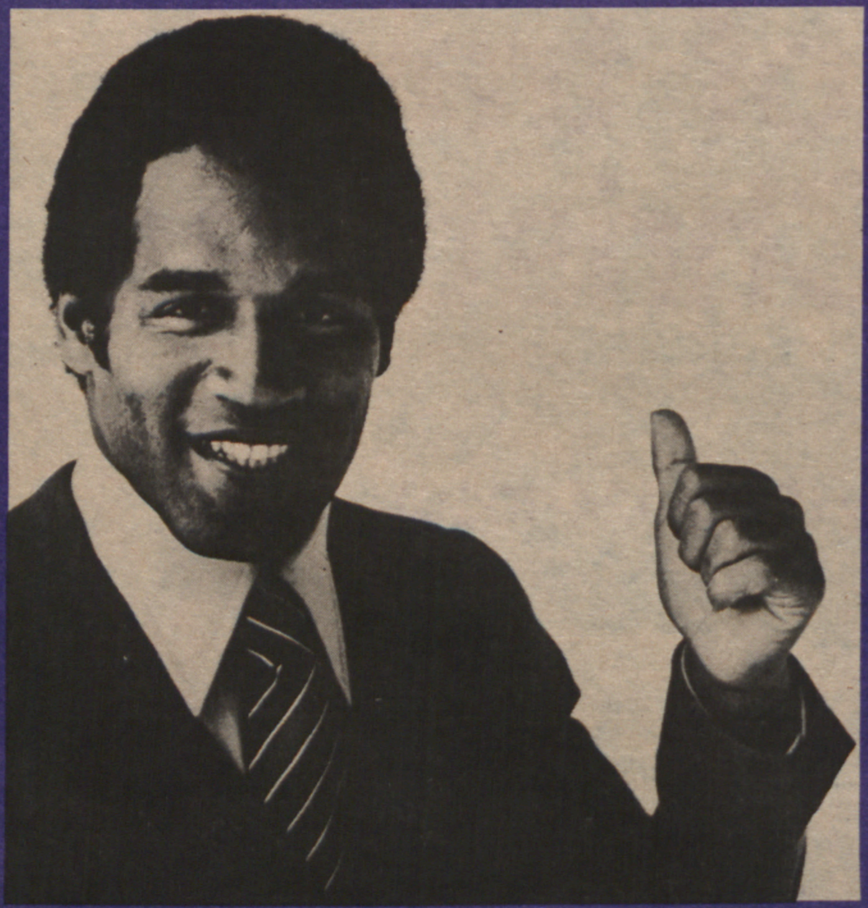

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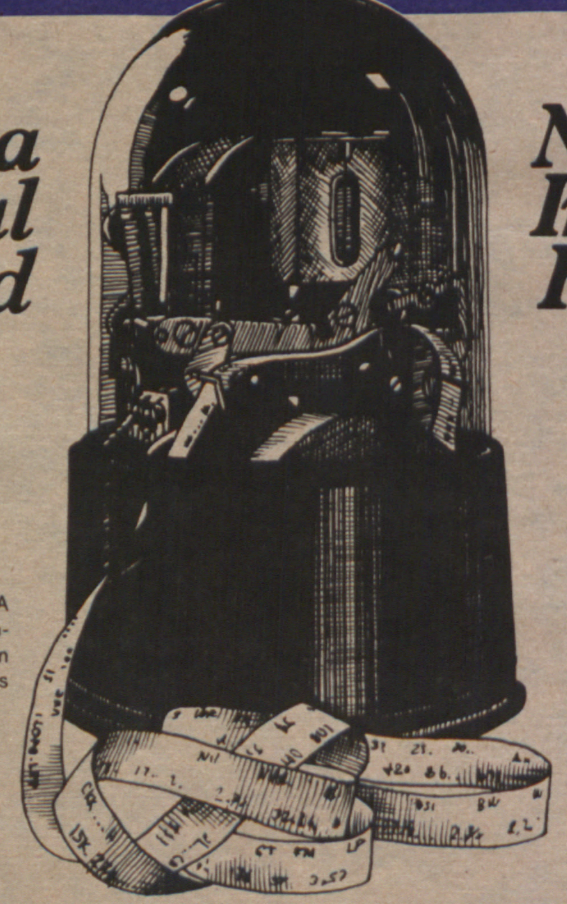

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UNIFIED SPECIAL SERVICES

NEA ...We're listening.

Circulation this issue: 1,754,498

September 1978
Vol. 17, No. 5

NEA REPORTER

Published by the National Education Association

Washington, D.C.

NEA President John Ryor, speaking of tax-revenue attacks such as California's Proposition 13:

"If the tax revenues of each state across this land of ours came under similar attack, theoretically two out of every five teachers sitting in this hall today would not have a teaching position next year, and the implications for public education and for those of you left to carry on the teaching of children would be horrendous. We cannot, and we will not, let that happen. NEA and our state and local affiliates will be fighting job reductions wherever they're proposed.

"One-third federal funding is not a political platitude, it is a necessity, and only the NEA and a handful of other educational interests have shown themselves to be awake to the dangers and willing to take up the battle."

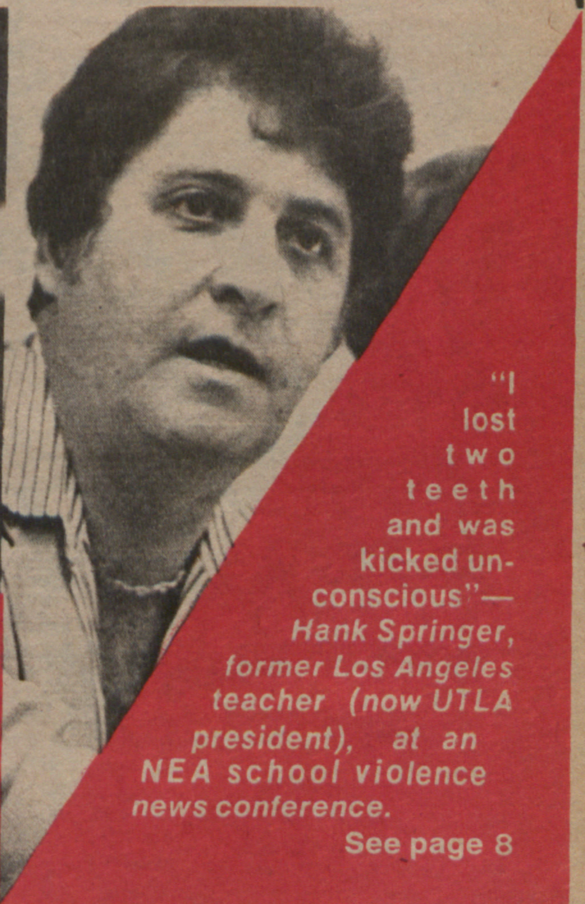
See page 2

"I see extending the deadline for ratification of the ERA as reaffirming NEA's position on this important issue" *—Mary Hatwood Futrell, NEA ethnic minority Director at large.*

See page 5

"My appeal to you today and challenge is not merely to be a qualified teacher but a great teacher. All teachers cannot be famous because they cannot be well-known, but all can be great because all can serve." *—Jesse Jackson, president of PUSH.*

See page 4



"I lost two teeth and was kicked unconscious"— *Hank Springer, former Los Angeles teacher (now UTLA president), at an NEA school violence news conference.*

See page 8

NEA Delegates Urge Action To Defeat Cuts in School $$

Strategies for Tax Reform

DALLAS—The urgent need for meaningful tax reform to better finance the nation's public schools was discussed and debated by nearly every one of the 8,100 NEA delegates meeting here this summer.

Reacting to repressive tax rollbacks like California's Proposition 13, teacher-leaders resolved to fight similar proposals in other states and committed Association resources to such an effort.

While noting that California's pre-Proposition 13 property tax situation was considerably more severe than most other states (the state also has a substantial budget surplus on hand that will prevent the worst of service cutbacks for one year), NEA President John Ryor warned delegates that people in other states share Californians' resentment of high property taxes:

"I'm here to tell you that I've traveled to every state in this union, and the fears, anxieties, and aspirations of Californians, in my view, are not significantly different from those of citizens in New Hampshire, South Carolina, Michigan, or Texas."

Acting on this warning, the delegates hammered out a strategy calling for action from town halls to the corridors of Congress and aimed at defeating further rollbacks in education financing.

This NEA strategy was two-fold—aiming both at pushing for greatly expanded federal aid to the schools and at helping Association affiliates set strategies for defeating tax cuts in their states and localities.

Specifically, the delegates declared that "the National Education Association hereby declares that the most important legislative objective of the 96th Congress of the United States will be the adoption of our long-standing objective of one-third federal funding of public education."

Rejecting the idea that other states shall become clones of California, the delegates called for a series of actions to "assist the affiliates with their efforts regarding tax reform and/or tax or spending limitations." These actions shall include, they said:

- Monitoring the effect of the Jarvis-Gann Amendment (Proposition 13) and reporting this information
- Monitoring the development of such proposals throughout the country and providing affiliates with aid in planning campaigns against them
- Assisting affected affiliates with expert consultation in public finance, campaign planning, etc.
- Arranging regular meetings of affected affiliates so they may share their experience and expertise
- Identifying and providing information about organizations supporting tax-cutting plans.

The NEA delegates also called for appointment of a special task force to study the implications for our profession or current tax reform needs.

More than 11,000 post cards were sent from the NEA convention to U.S. Senators and Representatives asking them to vote for a separate Department of Education.

President Carter Hails NEA

President Carter, in a telegram, hailed NEA for its 121 years of working toward "educational progress" for the nation. In a special message to NEA President Ryor, Carter also thanked the NEA for its support of administration education goals, and again reaffirmed his support for a separate Cabinet-level Department of Education.

Carter said: "The NEA deserves credit for pressing forward on a wide variety of educational issues facing our country today. I appreciate your support for my actions in this area—my budget proposals calling for a 24 percent increase in funding for education and, particularly my plans for a Department of Education.

"As you know, I feel strongly that education merits the close Presidential attention and coherent policy formation only a separate Department can provide. With the help of the American people we can bring this hope to fulfillment."

Poll Shows Confidence in Schools and in Teachers

At a Dallas news conference, NEA President Ryor cited a new national opinion poll commissioned by NEA which supports the Association's belief that the vast majority—75 percent—of the U.S. public still has confidence in the public schools and teachers.

"It is a mistake to infer lack of sup-

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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Terry E. Herndon *Executive Director*
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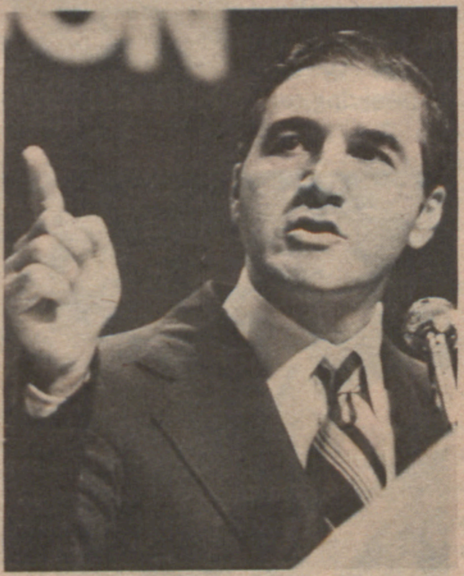
NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

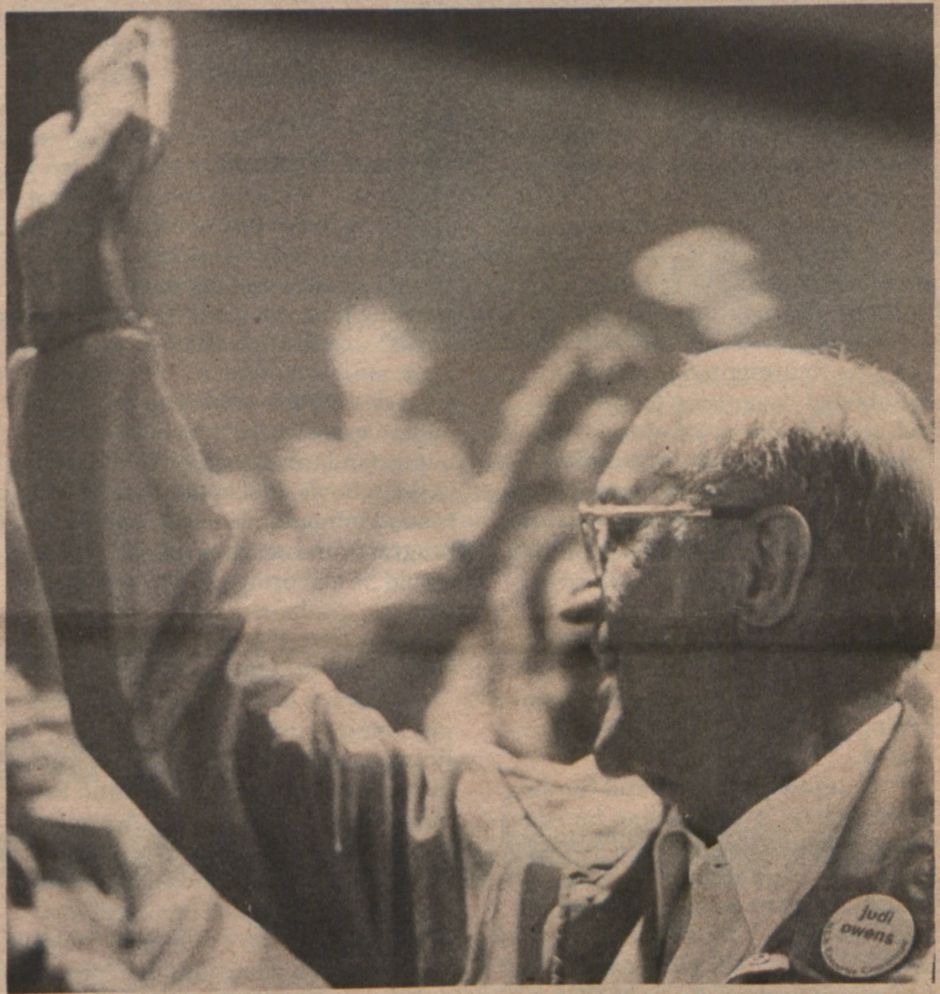
Design by **William J. Kircher & Associates.** Photo credits: pages 1 through 7, **Joe Di Dio;** page 9, **Joe Di Dio;** page 10 (top) **Joe Di Dio,** (bottom) **George A. Clark;** page 11, **Joe Di Dio;** page 12 (top) **Harlan Woods,** (middle) **Maryland State Teachers Association,** (bottom) **John Samuelson;** page 13 (top two and bottom left) **Joe Di Dio,** (bottom right) **KCET-TV;** page 14 (top) **Joe Di Dio,** (middle) **NBC.**

NEA Vice-President Willard McGuire makes a point from the convention floor.

Accepting the seventh annual Friend of Education Award before the delegates at the NEA convention, Joan Ganz Cooney, president of Children's Television Workshop and creator of "Sesame Street" and "The Electric Company," allied television with teaching and called television "uniquely suited to expand the child's world and prepare him to be able to function effectively in it." NEA President John Ryor (right) introduced Cooney.



Frederick S. Pierce, president of ABC-TV, addresses the Representative Assembly on the responsibilities of broadcasters to encourage children to learn and explore: "Obviously, television is not teaching children to read; teachers are. But television can be used as a spark to ignite interest or to motivate more reading."



Frederick Hipp, New Jersey Education Association executive director, acknowledges delegates' cheers after being lauded from the podium by NEA Executive Director Terry Herndon. Herndon also praised A. C. Dawson, executive secretary of the North Carolina Association of Educators. Hipp and Dawson are retiring after years of service to the organized teaching profession.

port for education or teachers from lack of support for raising more money through property taxes for the schools," Ryor said.

"There is appreciably less confidence (58 percent) in school boards, indicating an antigovernment, rather than an antieducation, thrust," he said.

Ryor also said that areas such as tax reform, inflation, and school funding are major NEA interests as the fall elections approach. "I anticipate that we'll be examining the records of members in Congress, and we will be moving in the direction that the facts warrant," the NEA chief responded when asked about the organization's plans to participate in the campaign.

Ryor reminded the delegates in his convention address that NEA and the nation's school teachers played a crucial part in the 1976 Presidential election, endorsing the candidate who believed that "government must assume a greater share of the responsibility for funding education."

But even today, despite increased federal aid, the sum is "less than 10 percent of the cost" of our schools, Ryor noted, as he emphasized the urgency of achieving one-third federal funding for education.

In the wake of the Bakke decision, the NEA chief reaffirmed the Association's commitment to pressing for full participation of all Americans in the nation's life, especially in its educational areas. The Bakke decision "fell far short of satisfying our hopes, but equally true came nowhere close to realizing our fears," he said.

NEA's Ambivalence Toward Power

Terry Herndon, NEA executive director, told the delegates that despite successes over the past year, which included winning 134 local elections for teacher representation and an additional 15,000 members, the Association exhibits a "nearly overwhelming ambivalence towards power."

"On the one hand, we desire NEA leaders to be so powerful that they might shake the White House and command the attention of each member of the press. But on the other hand, many among us want them so powerless that they cannot lead or influence the direction of an NEA affiliate or an NEA governance group," he said.

Similarly, Herndon added, the organization is at odds with itself in cooperating with other groups with like-minded goals. "We want an NEA which, by virtue of its power, attracts the American Federation of State, County, and Municipal Employees, the United Auto Workers, and others into mutual benefit coalitions . . .

"But on the other hand, many are outraged by an NEA suggestion that an affiliate support AFSCME or the UAW when they have needs," he said.

Herndon urged the delegates to take home the message that the national organization "must have the resources to move, to work, and to grow" and must exercise sufficient discipline so that legislative programs adopted by the Representative Assembly—especially the effort to secure one-third federal funding of public education—are also "an unbreakable compact" for mutual work and cooperation.

Convention Actions and Topics

• NEA President Ryor told delegates that the goal of a **Cabinet-level Department of Education** is closer than ever to becoming a reality, but cautioned that the "battle is far from over." He called for a "diligent effort" to bring the Cabinet-level Department into existence. The delegates again voted to press the NEA's campaign for a separate Department. (Ryor was

(Continued on next page)

Strategies for Tax Reform

(Continued from preceding page) the leadoff witness at House Operations Committee hearings on the proposed Department July 17—see page 7.)

• The delegates voted to persevere in their opposition to **tuition tax credits** at the national and state levels. Such legislation is an inherent threat to public education, they affirmed.

• The Representative Assembly maintained its position on **gun control**, including support of legislation that calls for "significant penalties" for criminal actions involving guns. The sought-after legislation would also provide for prescriptive controls on the manufacturing, distribution, and sale of handguns, especially "Saturday Night Specials." An attempt to alter the NEA position, by having the Assembly adopt a proposal calling for a neutral stand, was defeated.

• Delegates called for full funding of the federal law providing for education of the handicapped (PL 94-142), noting the legislation is "having a profound impact on every public school and classroom." An ad hoc committee on the handicapped will be appointed and report back to the 1979 NEA Assembly.

No NEA Conventions in States Without Collective Bargaining

The NEA delegates voted not to hold future conventions in any state that does not permit collective bargaining between teachers and school boards. The decision came in a cliff-hanging roll-call vote 2,858 to 2,779, with 118 abstentions.

As a result, the NEA Representative Assembly has narrowed the number of states in which the convention can be held. Only four states—California, Minnesota, Michigan, and New York—have cities which can accommodate the NEA convention, permit teachers to bargain collectively, and have ratified the Equal Rights Amendment.

NEA teachers voted in 1975 not to hold conventions in states that have not ratified ERA. More than $5 million is spent in connection with holding the giant meeting, it is estimated.

Chicano-Hispano Report, Jobs, Teacher Strikes

Among major NEA studies reported on at the meeting were these:

• Graduates seeking public school teaching jobs were still finding it difficult. Only about one half of the 1977 graduates were able to find employment despite the need for a third of a million more teachers to meet minimum standards for quality education in the schools. If schools were raised toward minimum levels of quality in programs and services in 1977, there would be a shortage of 335,650 qualified new graduates ready to enter teaching jobs, the study on teacher supply and demand made clear.

• Chicano and Hispano education problems—such as push-outs, bilingual and multicultural instruction, integration and testing—are still being reviewed. A special NEA project has completed the second of three stages. The study, aimed at outlining the common interests involved, and programs necessary to improve Chicano-Hispano education, is expected to be completed in October.

• Teacher strikes in 1977-78 numbered 152, the same as in 1976-77. The strikes were by classroom teachers, higher education faculty, and other school personnel.

Flexibility Okayed in Presidential Endorsement

Building on NEA's success in the 1976 Presidential sweepstakes, delegates approved a multioption endorsement system which provides greater flexibility, including involvement in the primaries, in the 1980 Presidential campaign.

Improvements in the 1976 endorsement procedure call for the NEA Representative Assembly to vote on a NEA-PAC recommended endorsement at a time it would most benefit the candidate, the Association, and education. It would also enable NEA to support candidates in the primaries prior to the formal endorsement.

All options require 58 percent of those voting for approval.

Jesse Jackson Challenges Educators

The Dallas convention hall echoed and reechoed with the cheers of teacher delegates, brought to their feet by the Rev. Jesse Jackson, whose address was one of the highlights.

The leader of People United to Save Humanity, a Chicago-based organization dedicated to improving black careers through educational achievement, outlined a nine-point "challenge to American educators":

• "Teachers must regain moral authority."
• "Educators must emphasize character education *and* I.Q. education."
• "As educators we must rededicate ourselves to reducing and eliminating illiteracy."
• "Educators must use tests and testing to diagnose and detect, not to delete and destroy."
• "Education must prepare our children for living in the real world."
• "Liberal education and generalists have an important place, but so does vocational and career education."
• "We must have sex education in the home and in the school."
• "We must teach our children creative and nonviolent approaches to resolving conflicts."
• "We must teach the *basics* and *fundamentals* in citizenship education."

Jesse Jackson is welcomed to the NEA podium by NEA President John Ryor (right) and NEA Executive Director Terry Herndon (center).

Officers Elected, Dues Upped, Terms of Office Unchanged

John T. McGarigal, a former Massachusetts educator, was reelected secretary-treasurer of NEA by acclamation. Unopposed, McGarigal will serve in the post for two more years. Elected treasurer in 1975, he has served as secretary-treasurer since 1976.

In other election results, Vivian R. Bowser, an elementary school teacher from Houston, Texas, and Odetta Kealalio Fujimori, a diagnostic-prescriptive teacher in Honolulu, Hawaii, won three-year terms on the NEA Executive Committee. Bowser is completing five years on the committee.

Elected as members-at-large to the Board of Directors were Mary Hatwood Futrell, then president of the Virginia Education Association (representing minorities); and James Sproul, school administrator, Barbourville, Ky. (representing administrators).

NEA delegates rejected a constitutional amendment that would have permitted executive officers who are elected by the Representative Assembly to hold office, upon election, for a total of three terms—or six years—in contrast to the current limit of two terms, or four years.

The delegates also approved a dues increase effective in the 1979-1980 fiscal year. Projected on the current average annual classroom teacher salary of $15,123, dues for active members would increase from the 1978-79 rate of $35 to $42 a year, including $8 for UniServ, an NEA program that provides staff and support for the Association's 12,000 local affiliates.

Back-to-Basics Mood of Nation Fosters Faulty "Accountability"

The "accountability" drive has become "a politically inspired lemming run" that has focused educators' attention on the three R's to the exclusion of other subjects in the social sciences, history, literature, music, and the arts, NEA Executive Director Terry Herndon tells reporters at a Dallas news conference. At right is Wally Orr, president of the Florida state NEA affiliate.

DALLAS—The current national mood of dissatisfaction over student learning inadequacies has fostered so-called accountability programs that are contrary to proven education principles.

This was the message given newspeople here by NEA Executive Director Terry Herndon and a panel of other educators concerned about this problem.

As an example, Herndon cited the Florida Accountability Program. An evaluation panel headed by Ralph Tyler, one of the nation's foremost educators, found it faulty, overly hasty in its execution, and poor in communicating with students and parents.

The Tyler panel also noted, and Herndon also pointed out, that a serious abuse could arise as a result of such programs: using students' basic skills and functional literacy tests as the major factor in evaluating teacher effectiveness.

Because the controversial area of standardized testing has resulted in a measure of public confusion on the issue, NEA detailed its views in a new resolution aimed at making clear that the organization is not against all student testing.

The new statement—to replace a brief resolution last year saying NEA "strongly encourages the elimination of group standardized intelligence, aptitude, and achievement tests"—recognizes that testing of students "may be appropriate" for diagnosing learning needs, prescribing instructional activities, and measuring student progress by using tests prepared or selected by classroom teachers.

The Association reemphasized, however, that it will continue to oppose tests denying students full educational opportunity. Also NEA is still against tests that damage a student's self-concept, are biased against the poor and non-English speaking, or are used for tracking students.

A Major Priority—Passing ERA

NEA delegates pledged to increase their efforts at state and federal levels for successful ratification of the Equal Rights Amendment by the March 22, 1979, deadline, calling it a "major legislative priority."

The action came following a convention address by Elly Peterson, cochairperson of ERAmerica, urging members to "become more involved, make more sacrifices, give more money, labor more, make your voices really heard in the state legislatures and at the polls." Peterson, a Republican who heads ERAmerica with Democrat Liz Carpenter, promised that money will be raised and spent in this fall's elections for state legislature candidates who back ERA.

The NEA delegates also voted to support the extension of the deadline for ratification of the Equal Rights Amendment and to call on "the resources of the United Teaching Profession to pursue the goal of securing equal rights for women." And they voted support for a July 9 pro-ERA march in Washington, D.C., sponsored by the National Organization of Women.

In a related action, the delegates voted their support for the Coalition of Labor Union Women. The NEA Board of Directors recommended such support and urged that "the Representative Assembly delegates and the affiliates they represent mutually promote CLUW."

"There is no way this nation can back up on its debt to 53 percent of the population, and there is no way that we will let the nation forget it," Elly Peterson said at the NEA Annual Meeting. Above, the ERAmerica cochair answers a question at a news conference before her speech to the NEA delegates.

Delegates Choose Higher Education Representatives

NEA higher education delegates in Dallas chose a Minnesota biochemistry associate professor as chair of the NEA Higher Education Council. Douglas E. Ralston, who teaches at Mankato State University, begins a two-year term this month. He succeeds Jim Davenport of Michigan, who remains on the council for a year as immediate past president.

Ralston, who ran unopposed, is a registered lobbyist in the Minnesota legislature. He served from 1974 to 1977 as president of the Inter Faculty Organization, the NEA-Minnesota Education Association affiliate representing the 2,000 faculty in Minnesota's seven-campus state university system.

Elected 1978-80 vice-chair of the Higher Education Council was John A. Thompson, professor of educational administration at the University of Hawaii, Honolulu.

Six of the 10 regional seats on the Council were also open this summer. Elected by delegates from their respective regions were William D. Crist, an economics professor at California State College, Stanislaus, to represent California (Region 2); Anthony R. Leone, a French and psychology instructor at Rhode Island Junior College, Providence, to represent New England and New York (Region 4); and Howard Parish, associate professor of geoscience at Jersey City (N.J.) State College, to represent the Middle Atlantic States (Region 5).

Also, Kathy R. Jones, assistant professor of reading and education at Roane State Community College, Harriman, Tenn., to represent the Southeast (Region 6); David Dierking, a forestry instructor at Alpena (Mich.) Community College, to represent the Midwest (Region 7); and Lloyd Evans, a political science instructor at Pikes Peak Community College, Colorado Springs, Colo., to represent the Northwest and the Mountain States (Region 10).

Douglas Ralston, new NEA Higher Education Council chair

NEA REPORTER INTERVIEWS

People in the News

Two Convention Delegates...

William L. Newton of Minnesota and Karen Russell of California were two of more than 8,000 teachers who served as delegates to the 1978 NEA Representative Assembly. On the final day of the Annual Meeting, the Reporter asked them their views of the Dallas convention.

BILL NEWTON

Q. Is this your first NEA convention?

A. No, this is my fourth consecutive national Representative Assembly. I'm not a stranger to the political activities of our organization.

Q. What did you see as the major issues here at this convention?

A. I think the major issue was the discussion of and eventually the voting down of the extension of the terms of the executive officers. I was disappointed in the vote. I think it's crazy not to trust the secret ballot. I think we should have nothing in our constitution which limits the rights of any one individual. If any officer is elected and does a bad job or even a minimal job, they'll get voted out.

Q. What arguments have you heard for and against this issue?

A. One of the arguments that's used against extended terms is that the power of the incumbency is impossible to combat in a campaign. I would remind anyone who thinks this way that the current NEA president beat an incumbent when he was first chosen. One of the other arguments against it is that it's a power play. I think that's a good argument, because it happens to be true. But I don't view it as an individual power play, but rather as an organization power play, and we should be working toward that.

The strongest argument for unlimited terms of officers, I believe, is that in order for us to focus such a large organization as we have, we have to have reelectable officers so they can continue to be respected, revered, and maybe even be a threat to some of the other power factors in the United States.

Q. Do you believe the issue of extending officers' terms will come up next year or at later NEA meetings?

A. I guarantee it.

KAREN RUSSELL

Q. Is this your first NEA convention?

A. No, my second. Last year, at Minneapolis, I didn't have as much time to put into it; this year I've been able to be much more involved in the day-by-day work of the Assembly.

Q. What were the major issues of this convention as you see them?

A. Of course, as a Californian, Proposition 13 and the discussion around it stands out in my mind. I was so involved in this—in the button sales and that type of thing—that it has almost overshadowed everything else.

Q. Were you pleased with the way the Assembly handled the Proposition 13 threat?

A. I left very pleased with the support we received within the delegation—especially when we were in our California booth talking on a one-to-one basis with teachers. And I think this work helped to build a lot of support for our position calling for Association action.

Q. How dangerous is Proposition 13 in California?

A. It is very serious in the long run. This year there is a $5 billion surplus in the state, but that was an accumulation over several years. But that has still not relieved the fact that there are still many teachers who have lost their jobs. And next year it's going to be even worse.

Q. Do you think California voters realize how serious the school situation is?

A. Obviously, they don't believe cuts will really be made. But they are seeing things happen now that they didn't expect, and I think maybe they will begin to believe once they see what happens when school starts in the fall.

...And a New Member at Her First Convention

New NEA member Aida Montero learns from NEA Texas delegate Manuel Gonzalez how a new business item is developed.

Aida Montero, an elementary bilingual teacher in Brooklyn, N.Y., a new member of NEA-NYC and the United Teaching Profession, and a former active member of the AFT, gives her impressions of her first NEA convention. As are many AFT members, Montero said she was quite cynical about NEA, before the convention; but after the experience her views had changed. "Everyone should have the opportunity to go to an NEA convention," Montero said. "It taught me what democracy and the democratic process are all about."

Following is more of what she said:

"Monday, July 3, opening day of the convention, was especially impressive. I remember walking onto the convention floor and my immediate thoughts were—this will never work. How can any meeting be held with almost 10,000 people? But, surprisingly enough it turned out to be the smoothest assemblage I have ever attended.

"I was baffled on this first day by the Assembly, and unable to comprehend how it all worked: how the bylaws, new business, resolutions, and amendments, etc., got on the floor. I recall commenting to a delegate, "You can't convince me—there must be someone behind all this pushing the controls." He invited me to sit through the preparation of a new business item, and I went through the entire process from obtaining forms, writing the item, securing the signatures of 50 delegates, to submitting it. By the way, the item was tabled—someone else had already thought of the idea.

"Now I was a believer, there were lots of people working behind the scenes, all of them teachers. They prepared, ran, and made the policy in this convention. And it was precisely the openness with which this is all done that convinced me.

"The discussions and debates were most stimulating, and what made it of most significance for me was that I hooked up to several issues that were of particular interest to me and I followed them from caucus, to presentation on the floor, to debate and discussion, and finally the voting. I experienced all the anxiety and tension of the final moments when the vote was taken. And finally, the excitement, joy, and tears that accompany the passage of something you believe in. It was beautiful!

"I think what personally affected me most was seeing the Puerto Rican delegation for the first time with their *pavas* (straw hats). Being a Puerto Rican and accustomed to our underrepresentation or total lack of it in the AFT, it was quite an emotional experience to see such a large delegation of our people actively involved in policy making within the NEA. I attended several of their caucus meetings, and this helped me to view the total picture of convention activity. I saw the planning, studying, and preparation that goes on before delegations go on to the floor and this is what makes it all come across so polished at the Representative Assembly.

"The NEA convention taught me what democracy and the democratic process are all about."

Drive for Cabinet Education Post Accelerates

WASHINGTON, D.C.—NEA's drive for a Cabinet-level Department of Education accelerated this summer as both houses prepared to move legislation to the floor before Congress adjourns in the fall.

The Senate Governmental Affairs Committee has approved legislation on the Education Department bill and floor action was expected in late August or early September. The bill, S 991, now has 61 cosponsors headed by Sen. Abraham Ribicoff (D-Conn.), who chairs the Senate Governmental Affairs Committee.

On the House side, the Government Operations Committee voted out its version of a Cabinet-level Department of Education bill on August 15. The committee, chaired by Rep. Jack Brooks (D-Tex.), voted 27 to 15 to send the bill (HR 13778) to the full House of Representatives. NEA President John Ryor testified before the Brooks committee earlier this summer (see photos below).

NEA vigorously supports both the House and Senate bills.

The following programs would be transferred to the new Education Department under both bills:

The 172 programs in the Education Division of the Department of Health, Education, and Welfare (HEW); overseas dependents schools, Department of Defense; education-related activities of Office of Civil Rights, HEW; student loan programs from HEW, Justice and Interior Departments; telecommunications demonstration program, HEW; HEW's jurisdiction over Gallaudet College for the Deaf, the National Institute for the Deaf, and Howard University; and vocational rehabilitation program, HEW.

The Senate bill also calls for transfer of the child nutrition and nutrition education programs from the Department of Agriculture, of BIA schools and Indian education from the Department of the Interior, and of certain of the National Science Foundation's education programs. These programs and the overseas dependents schools are controversial, however, and their fate is uncertain in final action by both houses.

NEA continues to urge its members to contact Representatives and Senators asking support for the broadest possible Department of Education as final votes approach.

A Cabinet Department of Education will cut waste, inefficiency, and duplication, NEA President John Ryor (left) tells a House of Representatives subcommittee. Chairing the committee is Texas Democrat Jack Brooks (right).

Rights of World's Teacher-Leaders Defended by WCOTP

"Today WCOTP, with the help of NEA, is engaged in a struggle throughout the world to protect the rights, the life, and the liberty of teachers and their organizations," Wilhelm Ebert, president of the World Confederation of Organizations of the Teaching Profession, tells NEA members at the convention.

DALLAS—In an address to the NEA Representative Assembly, Wilhelm Ebert, president of the World Confederation of Organizations of the Teaching Profession, reaffirmed the commitment of WCOTP to "advance the profession of teaching, the promotion of education, and the development of human rights throughout the world."

Congratulating NEA in the spirit of the Fourth of July for its support and leadership in bringing global interdependence to the teacher organizations of the world, Ebert cited examples of teacher organizations freed from repression through joint efforts of NEA and WCOTP.

He told of Alfredo Pedro Bravo, general secretary of the Teachers of Argentina, who was released from detention after continued intervention from NEA and WCOTP. The human rights and freedom of teacher-leaders in El Salvador and Chile were defended, Ebert noted, and in the Republic of South Africa, racially mixed groups of teachers met through WCOTP to talk.

Unique among international teacher organizations, WCOTP is ideologically independent. Its concern, Ebert stressed to the NEA educators, is "to support teachers and their organizations whenever and wherever their rights are infringed, whatever may be the ideological slant of their oppressors—and what the degree. A right is a right."

Iowans Win Trophy for U.S.-Japanese Exchange Program

DALLAS—The Dorros Peace Trophy Award, a special prize for a teachers organization deemed to have contributed significantly in the quest for world peace through education, was presented during the NEA Annual Meeting to the Iowa State Education Association.

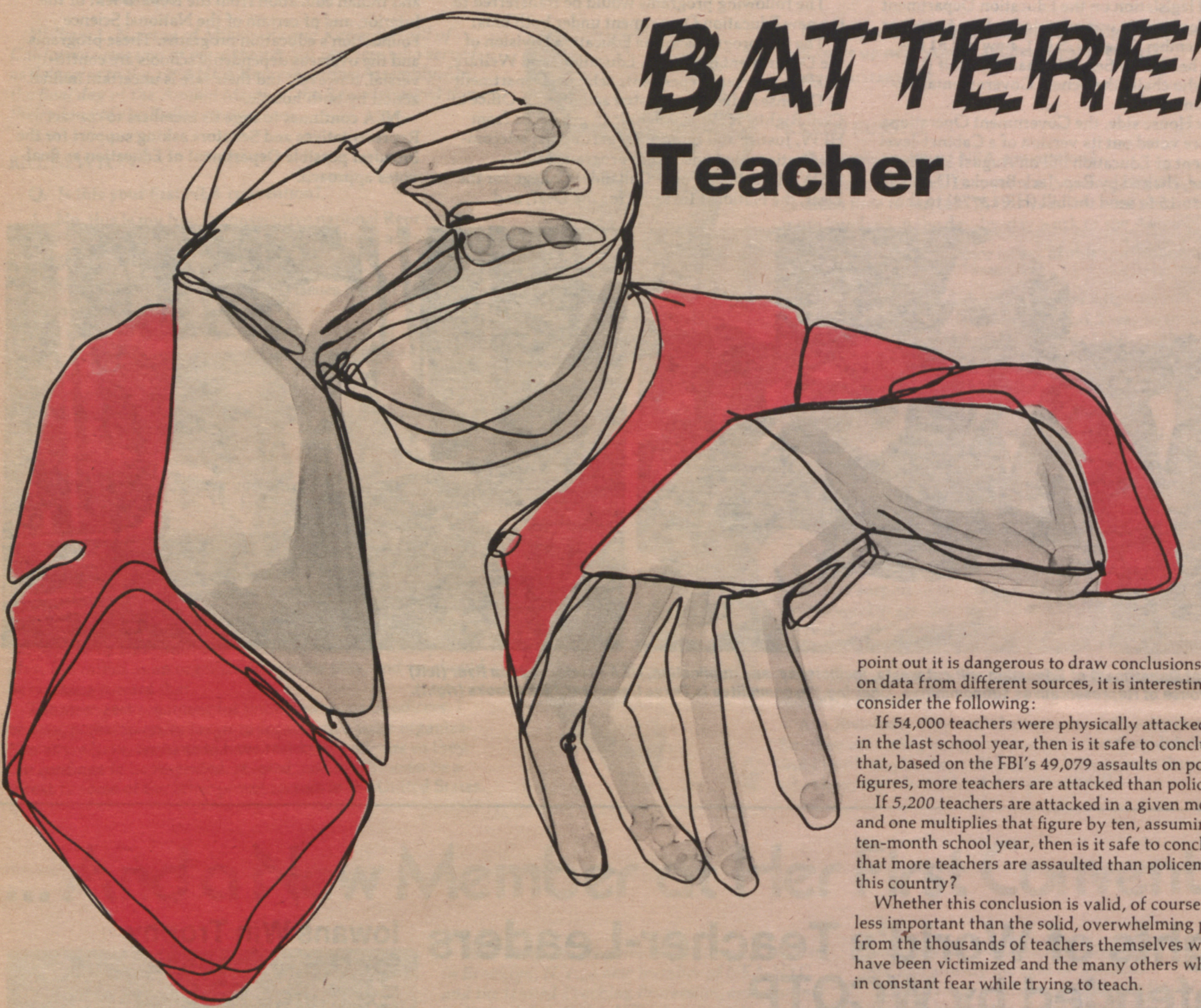
The award was made by NEA President John Ryor to Robert J. Gilchrist of Marion, Iowa, a junior high school teacher and head of the 36,000-member NEA affiliate.

ISEA was honored for its decade-long participation with the Council on International Educational Exchange to place approximately 400 Japanese teachers with Iowa and Omaha (Neb.) teaching families in more than 150 school districts for a two-week period at the beginning of the school year.

The program has resulted in some of the host Iowa teachers visiting their Japanese counterparts, with an accompanying exchange of educational ideas as well as gifts and instruction materials.

Iowa students have benefited through special instruction units and assembly programs emphasizing Japanese culture and knowledge of the Japanese people. The visits by the Japanese teachers have also generated communitywide interest, including news coverage as well as presentations and discussions at service clubs, church groups, and community organizations.

The *BATTERED* Teacher



A Special Report

by Sal Streett, NEA Reporter Assistant Editor

Just over one out of ten persons physically attacked in our nation is a teacher. This figure is an estimate based on separate data released by two government agencies and NEA Research.

Some 490,000 aggravated assaults were reported by law enforcement agencies in a year's time, according to the most recent *Uniform Crime Reports* issued by the Federal Bureau of Investigation. About 54,000 physical assaults were against NEA members during the last school year, according to NEA Research.

Another study—*The Safe Schools Study Report to the Congress*—released in January 1978 by the National Institute of Education, tends to support NEA's figures. This study notes that 5,200 of the nation's 1.1 million secondary school teachers (junior and senior high schools) are physically attacked at school in a month's time. And 19 percent of these attacks require medical treatment. This percentage is much higher than the students' four percent, the NIE data reveals, indicating that attacks on teachers are almost *five times* as likely to result in serious injury.

The FBI study further states that during 1976, *49,079* assaults on police were reported by *7,665* law enforcement agencies covering an estimated population of some 156 million. While statisticians point out it is dangerous to draw conclusions based on data from different sources, it is interesting to consider the following:

If 54,000 teachers were physically attacked within the last school year, then is it safe to conclude that, based on the FBI's 49,079 assaults on police figures, more teachers are attacked than policemen?

If *5,200* teachers are attacked in a given month and one multiplies that figure by ten, assuming a ten-month school year, then is it safe to conclude that more teachers are assaulted than policemen in this country?

Whether this conclusion is valid, of course, is less important than the solid, overwhelming proof from the thousands of teachers themselves who have been victimized and the many others who live in constant fear while trying to teach.

The Syndrome Is Expanding

"The fact is," says NEA President John Ryor, "that the battered teacher syndrome is expanding. Teachers who have been assaulted, harassed, or threatened with violence by students, parents, and vagrants exhibit physical and psychological symptoms similar to survivors of war disasters and sufferers of combat neurosis."

The NIE study shows that 12 percent of all U.S. secondary school teachers, some 120,000, said they were threatened with injury by students at school, that 12 percent said they hesitated to confront misbehaving students because of fear, and almost half (48 percent) of the teachers reported that some students had assaulted them or made obscene gestures at them in the last month.

Sordid Stories

Some of the sordid stories that teachers tell about themselves and each other are incredible. A teacher from Hartford, Conn., describing what happened to a fellow teacher, wrote:

"The first thing I noticed was her voice—high pitched and hinting of hysteria. As I stood behind her in the express check-out line I realized that I knew her. It was Susan, a fellow teacher.

"I remember her as warm, bubbly, dedicated, and totally involved with her students. We spoke, and as we did, I realized how much she had changed. It

wasn't just her voice—her face was taut, older; her eyes, confused; her expression, tense and sad.

"As we talked I came to understand why. A year before while working after school in her classroom, Susan had been viciously attacked by a knife-wielding female student. Attacked while two other students stood by and watched.

"She'd not been able to return to teaching since that day. Yet a year later, she spoke with concern for her attacker, now in reform school. Concern for the one student she has every healthy right to hate.

"I came away from Susan that day harboring a sense of sadness and fear. Sadness for Susan, whose world, whose confidence and career had been so brutally destroyed. Sadness for our troubled school system which lost another dedicated, truly caring and professional teacher. Fear because it could happen to me. And fear because unless school and community officials take a stand, which they haven't, it will most assuredly happen again."

Convention Topic

At this year's NEA convention, NEA President Ryor, three local association presidents, a classroom teacher, and a police lieutenant participated in an NEA news conference panel on school violence, vandalism, and discipline.

Third-grade teacher Eleanor Morrison, a teacher with 11-years experience in the Dallas school system, told the press how she was recently assaulted by an irate parent who knocked her to the ground, tried to strangle her, and then pushed her down the stairs as she was trying to escape.

Hank Springer, former print shop teacher and now president of the United Teachers of Los Angeles, NEA's largest local affiliate, told how he was kicked and beaten to unconsciousness in 1974.

The 6'1", 220-pound teacher said:

"Two students tried to sexually assault a woman physical ed coach at San Fernando High School where I was teaching. Two of the full-time security guards were called to the aid of this teacher. One of the guards was relieved of his gun by the students and I intervened and helped the policemen apprehend the students.

"Ten minutes later, classes broke, and as I was walking across the quadrangle, three other students approached me, cursing me for turning their friends over to the police. One of them got behind me, knocked me down while another one kicked me in the mouth. That's the last thing I remember."

As a result of that incident, Springer lost his hearing. Surgery was performed to restore his hearing. The students were arrested on assault and felony charges, but no action, not even school suspension, was taken.

What Causes School Violence?

Ten factors are consistently associated with school violence, according to the NIE study.

1. *The crime rate and the presence or absence of fighting gangs in the schools' attendance area.* It seems that the more crime and violence students are exposed to outside of school, the greater the violence in the school.
2. *The proportion of students who are male.* Males commit more violent offenses than females, and schools with higher proportions of males have more violence.
3. *The grade level in secondary school and the age of the students.* The lower the grade level and the younger the students, the more violence in the school.
4. *The size of the school.* The larger the school, the greater the risk of violence, though the association is not strong.
5. *The principal's firmness in enforcing rules and the amount of control in the classroom.* The more firmly a school is run, the lower the incidence of violence.
6. *Fairness in the enforcement of rules.* The absence of fairness, as perceived by students, seems to provoke violence.
7. *The size of classes and the number of different students taught by a teacher in a week.* Apparently the implication is not only that teachers have better control over smaller classes, but that more continuous contact with the same students helps reduce violence.
8. *The relevance of academic courses.* Schools where students say that teachers are not "teaching me what I want to learn" have more violence. Students "turned off" by school seem to cause trouble.
9. *The importance of grades to students.* Schools where students strive to get good grades have less violence.
10. *The students' feelings of control over their lives.* Schools in which students feel they have little control over what happens to them have more violence.

Eleanor Morrison, third-grade teacher in the Dallas school system and panelist on NEA's news conference panel on school violence at the NEA Convention this summer, tells of her assault by an irate parent.

Panelists at NEA news conference on school violence, vandalism, and discipline give dramatic testimony to the seriousness of the problem.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

Eleven Honored for

DALLAS—Ten awards for achievement in the field of human and civil rights were presented at the Twelfth Annual Human and Civil Rights Awards Dinner on July 4. Nearly 2,000 NEA delegates attended the gala dinner to honor the eleven recipients.

Leon J. Kamin, professor of psychology, Princeton, N.J., who received the 1978 Committee on Human Relations' Special Award for Outstanding Research About Bias in Intelligence Testing and Research, was unable to attend the dinner and is not pictured here.

Receiving the Leo Reano Memorial Award for leadership in resolving social problems, particularly as they relate to individuals of First American heritage, is Raymond Hudson, teacher, Unalaska, Alaska.

Accepting the H. Councill Trenholm Memorial Awards for leadership in the advancement of intergroup understanding within the education profession are Rachel Bassette Noel, Afro-American studies assistant professor, Denver, Col., and James H. Williams, NEA regional director, Decatur, Ga.

NEA Teachers Learn Nonviolence at Martin Luther King Institute

Rev. James Orange (standing) demonstrates the type of passive resistance that he and other followers of the nonviolence movement used during atttacks by police during the civil rights movement in Alabama. Participating in the demonstration is Ernie Green, a staff member of the Martin Luther King Jr. Center.

ATLANTA—The Third Annual Institute on Nonviolence, sponsored by the Martin Luther King Jr. Center for Social Change in cooperation with the National Education Association, held here August 1-4, included 24 NEA participants from 13 state affiliates.

"We want to eliminate violence from our society," said Coretta Scott King, widow of the late Martin Luther King Jr., "because we are faced with only two options—nonviolence or nonexistence."

She asked the NEA teachers to teach their students the nonviolence philosophy and to attempt to get it included in school curriculums.

Atlanta Mayor Maynard Jackson, a participant at the institute, speaking before a press conference here, said, "There are still a lot of misconceptions about the nonviolence movement. Nonviolence means aggressive good will and it also means employing alternatives to traditional violent behavior, such as voting, negotiations, boycotting, and forms of economic sanctions. Nonviolence is not do-nothingism," he said.

"We need to make schools attend kids rather than making kids attend school," says Mary Hatwood Futrell, former president of the Virginia Education Association, speaking to participants at the Institute on Nonviolence at the Martin Luther King Jr. Center for Social Change. At left is Lithangia Robinson, former president of the Georgia Association of Educators. At right is Patricia Ann Brown, chairperson of NEA's Black Caucus, from Indianapolis.

Human and Civil Rights Work

Accepting the Carter G. Goodson Memorial Award for leadership and creativity in promoting Black History Month is Paul W. Stewart, curator, Black American West Foundation, Denver, Col.

Receiving the Irvamae Applegate International Understanding Award is Roscoe C. Keeney, Jr., social studies teacher, East Bank, W. Va.

Receiving the Whitney M. Young, Jr., Memorial Award for promoting equal employment in education is Maxine A. Smith, NAACP executive, Memphis, Tenn.

Accepting the Award for Leadership in Asian and Pacific Island Affairs is Shirley Libarios, teacher and coordinator of Project RISE (Resourceful Individuals Seeking Education), Aiea, Hawaii.

Accepting the Rosena J. Willis Memorial Award for the local education association with the most improved human relations program is Billie Breaux, president of the Indianapolis Education Association.

Receiving the Award for Creative Leadership in Women's Rights is Bettie S. Weyler of Kentucky Education Association's Women's Caucus.

Accepting the George I. Sánchez Memorial Award for leadership in resolving social problems, particularly as they relate to individuals of Hispanic American heritage, is Josefina Sánchez Hisbrook, bilingual kindergarten teacher, San Antonio, Tex.

NEA Caucuses Exercise Clout at Dallas Convention

The four NEA ethnic minority caucuses—the American Indian and Alaska Native Caucus, the Asian and Pacific Islander Caucus, the Black Caucus, and the Chicano-Hispano Caucus—were more active than ever at the 1978 NEA convention in Dallas this summer.

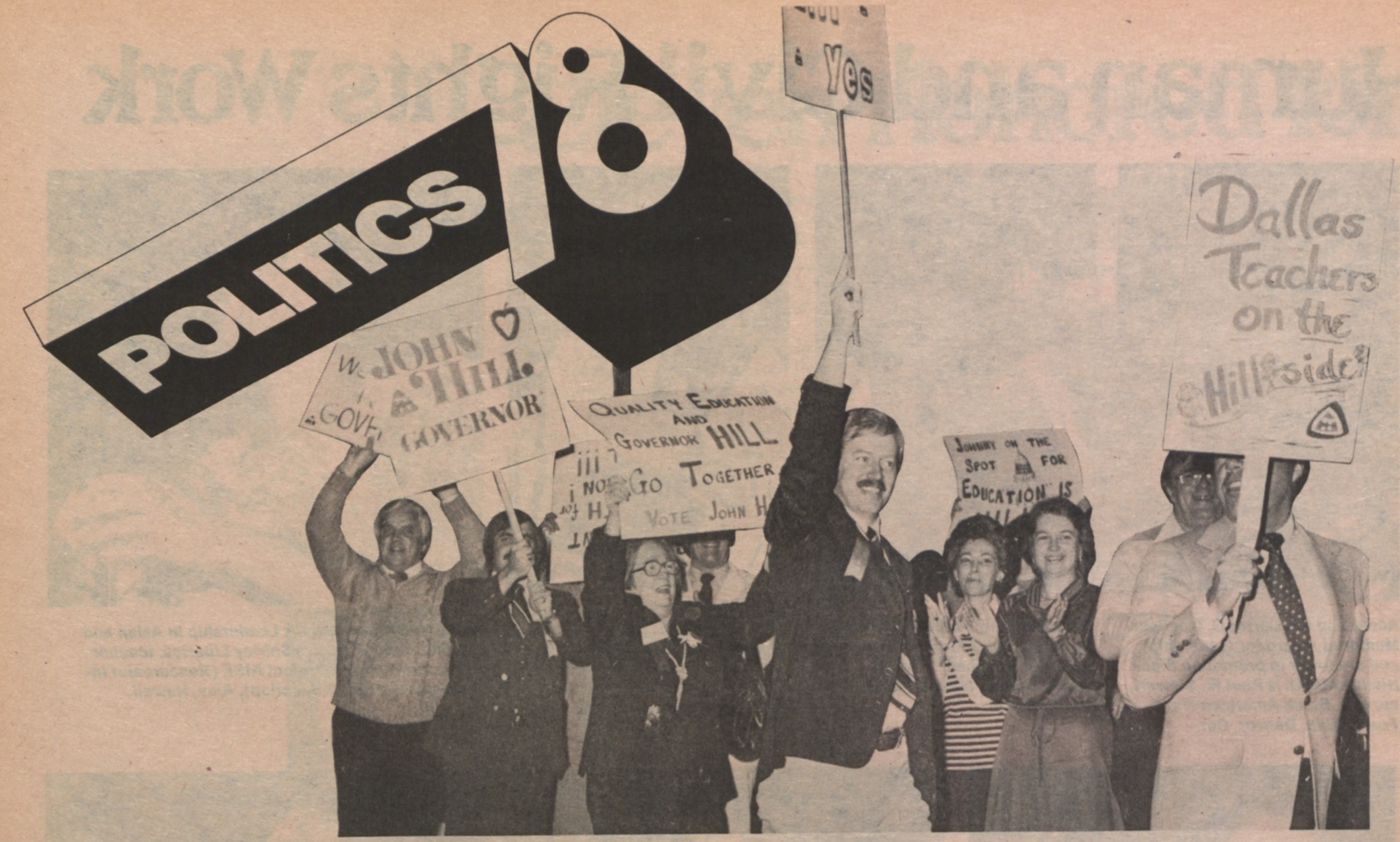
Some of their activities included the following:

- They vigorously lobbied to defeat Amendment Number 10, which would have had the deleterious effect of decreasing minority representation to NEA's Representative Assembly
- They successfully blocked the Wisconsin state affiliate's effort to kill a provision in the Constitution and Bylaws that ensures that a minority delegate must be replaced by a successor minority delegate (the Wisconsin amendment was defeated at the July 1 Board meeting held in Dallas)
- They successfully supported two minority candidates (Vivian Bowser and Odetta Fujimori) in elections to NEA's Executive Committee.

The American Indian and Alaska Native Caucus alerted the Minority Affairs Committee (an NEA governance committee that monitors NEA goals and programs) about its expressed concern for the increasing number of NEA members who have lived their lives as white Americans and who, in order to take advantage of opportunities afforded minorities within the Association, are now claiming their heritage as American Indians. The committee is currently deliberating on what appropriate action to recommend.

Other special interest groups and caucuses also continued to be active, and the convention saw a new one born: the Veterans Caucus, with approximately 80 members. Besides the four minority caucuses previously mentioned, other NEA caucuses include the Higher Education Caucus, the NEA Teachers, and the Women's Caucus.

The 1978-79 caucus chairpersons include Billie Masters, American Indian/Alaska Native Caucus; Laverne Moore, Asian/Pacific Islander Caucus; Patricia Ann Brown, Black Caucus; José Correa, Chicano-Hispano Caucus; and Terry Bergeson, Women's Caucus.



Teachers Back Candidates Throughout the Nation

Texas teachers win an important political victory the first time they endorse a candidate for governor. Attorney General John Hill, greeted enthusiastically at the Texas State Teachers Association convention (above), swept the Democratic primary in May, defeating the incumbent governor and three other candidates. Hill, who has pledged to make education his number one priority, confirmed in a letter to Texas Educators Political Action Committee Chairperson Russell Owen that "the teachers of Texas were the pivotal factor" in his primary success.

NEA's Political Action Committee (NEA-PAC) is expected to endorse some 350 congressional candidates this year.

By early August, NEA-PAC had endorsed 113 candidates for the U.S. House of Representatives and 11 for the U.S. Senate.

In 1976, NEA-PAC backed 349 congressional candidates; 83 percent (290) won.

The Carter-Mondale ticket also won, as NEA endorsed a Presidential candidate for the first time.

What is NEA-PAC? How does it select candidates?

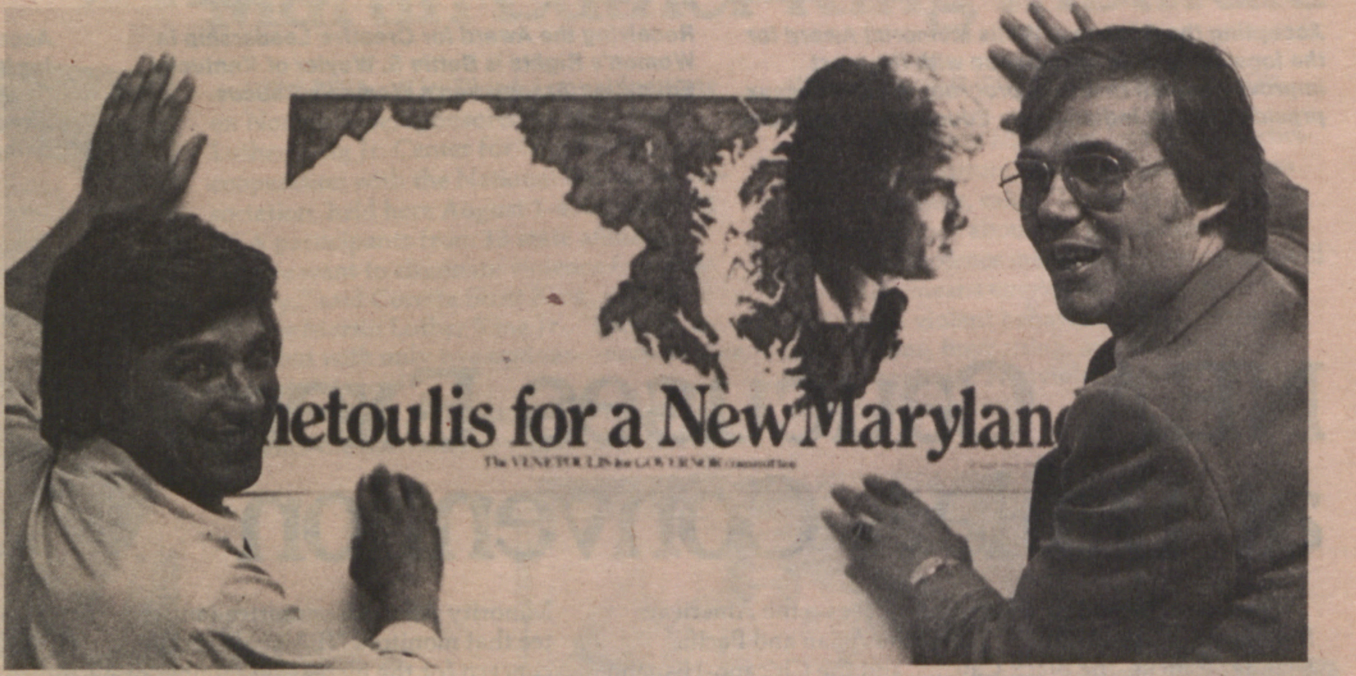
Your organization for political action at the national level, NEA-PAC endorses candidates only for Congress and the Presidency (state political action committees endorse candidates running for state office as well).

Every state affiliate's political action committee is represented on NEA-PAC. Also represented are NEA's Executive Committee, Board of Directors, minority caucuses and the Women's Caucus, and Student NEA.

To get NEA-PAC's seal of approval, a candidate must support NEA's legislative goals, which are set by NEA delegates at the annual Representative Assembly. At the moment, these include establishing a Cabinet-level Department of Education, passing a national collective bargaining law, upping federal aid to education to one-third of the education dollar, and stopping the tuition tax credit.

A national endorsement requires action by NEA-PAC and concurrence of the appropriate state affiliate committee(s) before NEA-PAC sends out a letter of endorsement, or a letter plus a campaign contribution.

This money comes from your voluntary contribution of $1 a year to NEA-PAC.



Maryland State Teachers Association President Pete V. Treibley (above right) helps Theodore G. (Ted) Venetoulis (left), MSTA's first endorsed candidate for governor, position a campaign poster in Venetoulis' Baltimore headquarters. A former community college professor, and now Baltimore County Executive, Venetoulis pledged that he will listen to Maryland teachers before making decisions about education.

At left, Wichita, Kansas, vocal music teacher Francine Fuller, who has been a Political Action District Coordinator since 1970, is organizing teachers to support Bill Roy in his second race for the U.S. Senate. Roy, a Topeka physician, gave up his seat as congressman in an unsuccessful but extremely close race against U.S. Senator Robert Dole four years ago (Roy got 49.1 percent of the vote). A proeducation politician, Roy again receives the support of Kansas-NEA.

American Education Week Set for November 1978

How "Education Can Turn Things Around" will be the theme of American Education Week 1978. Cosponsored by NEA, the national PTA, the U.S. Office of Education, and the American Legion, AEW is scheduled for November 12-18.

Local leaders can now become acquainted with the 1978 AEW Packet of materials to prepare for the fall event.

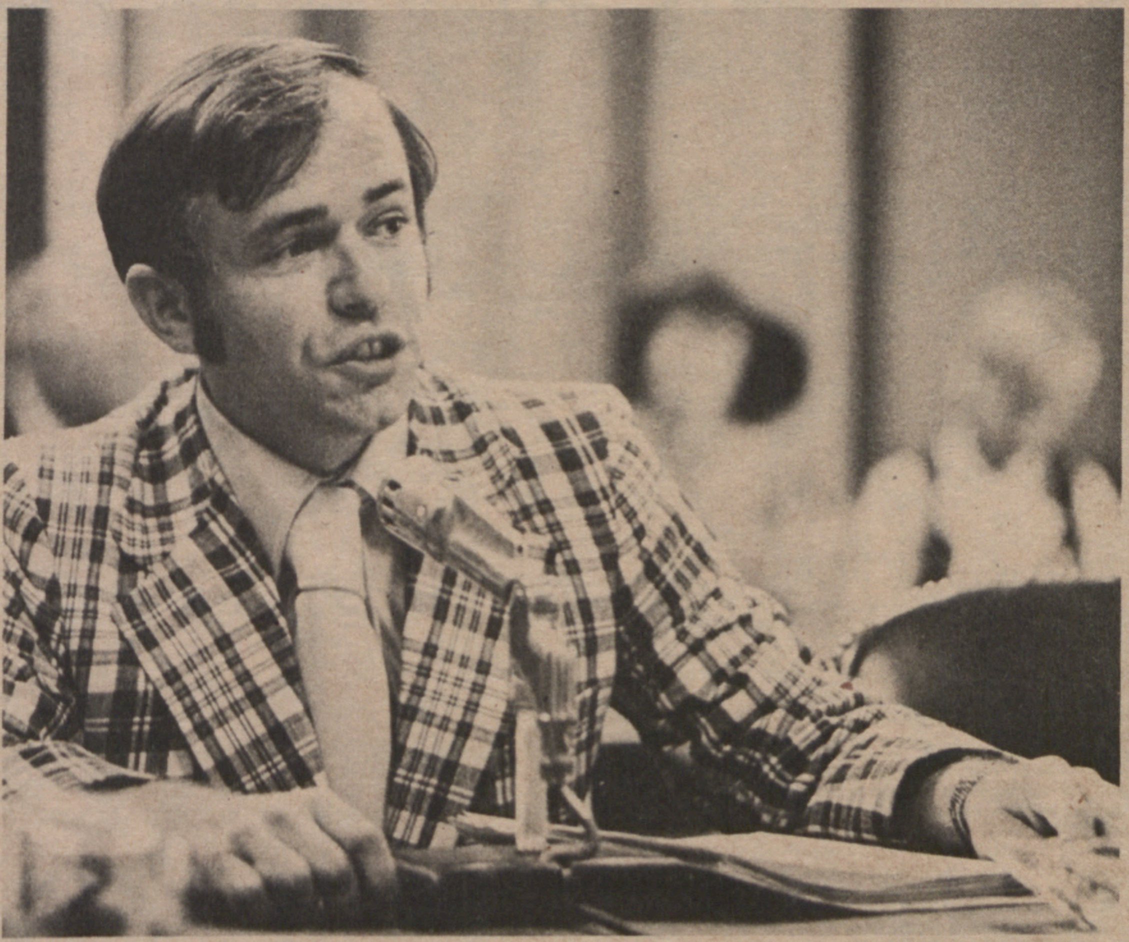
The AEW Packet includes four new public information leaflets:

- "Education Can Turn Things Around," the theme leaflet, considers how close cooperation between community and school can effect quality education on the local level.
- "Motivation for Learning: How Parents Can Help" describes how parental behaviors can contribute to the motivation of their children, especially in the school setting.
- "Talking with Your Child" discusses how to constructively talk *with*, rather than *to*, your child.
- "An Open Letter to Parents about Children and Smoking," prepared by Secretary of Health, Education, and Welfare Joseph Califano, stresses the importance of discouraging young people from smoking, and the need for comprehensive health education programs that would permit young people to make informed choices about smoking.

The AEW Packet also includes a speakers and writers sourcebook covering topics of special interest to educators; an observance manual explaining how to organize and plan AEW activities in your district; one-of-a-kind promotional items such as a wall poster, an AEW name tag, a place mat and napkin, and invitation forms; publicity aids such as sample news releases, mayor's proclamation, and reproduction sheet of the AEW symbol.

For further information on the cost of these materials, contact the NEA Distribution Center, Academic Building, Saw Mill Road, West Haven, CT 06516; phone (203) 934-2669.

Progressives must ride current antitax sentiment to get real tax reforms passed, said James Farmer, executive director of the Coalition of American Public Employees, at a tax-revolt seminar held at NEA Center. Left to right are John Sullivan, government relations, Massachusetts Teachers Association; Farmer; Cal Rossi, deputy state executive secretary, California Teachers Association; and George Brown, Michigan Education Association. Top photo shows a seminar group at work.



Dennis Smith, an NEA member and junior high math teacher from Middleboro, Mass., testifies before the Senate Committee on Commerce, Science, and Transportation before confirmation of his appointment to the U.S. Metric Board. Smith's position as the sole education representative on the board came as a result of NEA's effort to get more qualified teachers involved in affecting federal education policy.

Teenager Mia Bendixsen proves she can handle a gas station job on Freestyle, a television series beginning the week of October 2 on the Public Broadcasting Service. NEA is recommending the 13-week series, which is designed to increase career awareness of children and to overcome sex-role stereotyping that limits job options. KCET, Los Angeles, produced the series.

"A Capitol Experience!" —Says Teacher About Congressional Internship

WASHINGTON, D.C.—How would you like to work on Capitol Hill and find out what *really* happens in a congressional office? You can, says Tacoma, Washington, teacher Gail Kirk, who spent a month as a paid legislative intern in her congressman's office.

Kirk, active in the Tacoma Association of Classroom Teachers, lent her expertise to Congressman Norman Dicks (D.-Wash.) for a month earlier this year.

During her stay on the Hill, Kirk mobilized Tacoma teachers to protest tuition tax credits, covered Senate hearings on the Cabinet post for education, and attended a House committee markup where language for Title I impact aid was determined.

Political activist-teacher Gail Kirk learns about Capitol Hill firsthand at the side of Congressman Norman Dicks.

Maehling Fellowships Advance Teaching Profession

December 1 is the deadline for individual teachers, groups of teachers within the same school system, and local associations to apply for the 1979 Hilda Maehling Fellowships awarded by NEA.

The $500 to $2,500 grants are awarded annually for projects which advance professional association work, provide for professional improvement, or develop tools and techniques for the practitioner.

Selection of winners is based on potential impact of the proposed project on the Association, teachers, and children. Recipients will be announced in April.

For further information and applications, write to the Hilda Maehling Fellowships at NEA Center.

Barbara Carrera and Raymond Burr are among the stars in the NEA-recommended NBC-TV 25-hour presentation of "Centennial." The first installment of the historical drama will be aired October 1 (8 to 11 p.m., Eastern time). Carrera portrays the wife of a French trader and Burr a German merchant in the frontier town of St. Louis in the late 1700's.

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the *NEA Reporter*.

Three such votes (numbered *1, 2,* and *3*) were taken by the Board at its May 5-7, 1978, meeting; one (numbered *4*) at its July 1-2, 1978, meeting; and one (numbered *5*) at the Board's special meeting on July 4, 1978. These five roll-call votes appear here.

(Because of copy deadlines for this issue of the *Reporter*, the two July votes listed here are unofficial. Any official corrections will be reported in a later issue.)

Subjects of Roll-Call Votes:

#1—Special Committee on Resolutions (70—YES, 52—NO, 1—ABSTAIN, 13—NOT VOTING)

#2—Special Committee of The NEA Board of Directors (82—YES, 41—NO, 3—ABSTAIN, 10—NOT VOTING)

#3—UniServ Guidelines (104—YES, 22—NO, 10—NOT VOTING)

#4—Proposed 1978-79 budget for transmittal to Representative Assembly (125—YES, 12—NOT VOTING)

#5—Release and appropriate distribution of the report of the Special Committee of the Board of Directors, May 1978, from the restraint of the Executive Session (102—YES, 17—NO, 3—ABSTAIN, 15—NOT VOTING)

KEY: "Y" voted in favor of the issue; "A" abstained on the issue; "N" voted in opposition to the issue; "O" not voting (includes absentees and nonrespondents)

NAMES	STATE	Roll-Call Vote # 1	2	3	4	5
Butler	Ala.	Y	Y	Y	Y	A
Dotson	Ala.	Y	Y	Y	Y	Y
Potter	Alaska	Y	Y	N	Y	Y
Guy	Ariz.	Y	Y	Y	Y	N
Rochford	Ariz.	Y	Y	Y	Y	Y
Thompson	Ark.	Y	Y	Y	Y	Y
Eddy	Calif.	Y	N	Y	Y	O
Edwards	Calif.	*	*	*	O	O
Estrellas	Calif.	N	N	Y	Y	Y
Foglia	Calif.	N	N	Y	Y	Y
Kuiper	Calif.	N	N	Y	Y	Y
Logue	Calif.	O	N	Y	Y	Y
Podbielski	Calif.	N	N	Y	*	*
Tinson	Calif.	A	Y	Y	Y	O
Vick	Calif.	*	*	*	O	O
Woodruff	Calif.	N	N	Y	Y	Y
Boggs	Colo.	N	N	Y	Y	Y
Bradshaw	Colo.	N	Y	Y	Y	Y
Bell	Conn.	N	N	Y	O	Y
Rossomando	Conn.	N	N	Y	Y	Y
Gates	Dela.	N	Y	Y	Y	Y
Murphy	D.C.	N	Y	Y	Y	O
Myrick	Fla.	Y	Y	Y	Y	Y
Wilson	Fla.	Y	N	Y	Y	Y
Cantey	Ga.	Y	Y	Y	Y	Y
Husbands	Ga.	Y	Y	Y	Y	Y
Wright	Ga.	N	N	Y	Y	N
Fujimori	Hawaii	N	Y	Y	Y	N
Ducker	Idaho	N	N	Y	Y	Y
Barrow	Ill.	Y	N	Y	Y	Y
Loyd	Ill.	Y	Y	Y	Y	Y
Mack	Ill.	Y	Y	N	Y	N
Rich	Ill.	Y	Y	Y	Y	Y
Denny	Ind.	N	Y	N	Y	Y
Hock	Ind.	Y	Y	N	Y	Y
Halliburton	Iowa	Y	Y	Y	Y	Y
Mitchell	Iowa	Y	Y	Y	Y	Y
Peterson	Kans.	N	N	Y	Y	Y
Steele	Kans.	N	N	Y	Y	Y
Nall	Ky.	Y	Y	Y	Y	Y
Pessarelli	Ky.	Y	Y	Y	Y	Y
Kelly	La.	Y	N	Y	Y	O
Sanders	Maine	Y	Y	Y	O	Y
Elliott	Md.	Y	Y	Y	Y	Y
Jones	Md.	Y	N	Y	Y	N
Dunn	Mass.	*	*	*	Y	Y
Gilmore	Mass.	Y	A	N	Y	Y
Johnson	Mass.	N	N	N	Y	Y
Schutt	Mass.	O	A	N	Y	Y
Tanous	Mass.	O	O	O	*	*
Christian	Mich.	Y	Y	Y	Y	Y
Duckworth	Mich.	O	O	O	Y	Y
Jackson	Mich.	Y	Y	Y	Y	Y
Kosa	Mich.	Y	Y	Y	Y	Y
Safronoff	Mich.	Y	Y	N	Y	Y
Bauermeister	Minn.	N	Y	N	Y	Y
Frelix	Minn.	N	Y	N	Y	A
Holman	Minn.	N	Y	N	Y	Y
Woods	Miss.	Y	O	O	Y	N
Keeling	Mo.	Y	Y	Y	Y	Y
Johnson	Mont.	Y	N	Y	Y	N
Kaldahl	Nebr.	N	N	Y	Y	N
Conrad	Nev.	N	N	Y	Y	Y
Sargent	N.H.	O	Y	Y	Y	Y
Blackburn	N.J.	Y	Y	Y	Y	Y
Gibson	N.J.	Y	Y	Y	Y	Y
Owens	N.J.	N	Y	Y	Y	Y
Stilwell	N.J.	Y	Y	Y	O	O
Ward	N.J.	Y	Y	Y	Y	Y
Smith	N. Mex.	Y	N	Y	Y	Y
Burke	N.Y.	Y	Y	Y	Y	Y
Carter	N.Y.	Y	Y	Y	Y	O
Cleveland	N.Y.	Y	Y	N	O	O
Koblitz	N.Y.	Y	Y	Y	Y	Y
McKenzie	N.Y.	Y	Y	Y	Y	Y
Pisa	N.Y.	O	O	O	Y	Y
Washington	N.Y.	Y	Y	Y	Y	Y
Johnson	N.C.	Y	Y	Y	Y	Y
Jones	N.C.	O	N	Y	Y	N
Lewis	N.C.	Y	N	Y	Y	Y
Larson	N.D.	N	N	Y	Y	Y
Dickau	Ohio	O	O	O	O	Y
McDonald	Ohio	N	N	Y	Y	Y
Traxler	Ohio	N	N	Y	Y	Y
Willcox	Ohio	N	N	Y	Y	Y
Wilson	Ohio	Y	Y	Y	Y	Y
Dyer	Okla.	Y	N	Y	Y	N
Fulton	Okla.	Y	Y	Y	Y	N
Harrison	Ore.	Y	Y	Y	Y	Y
Lawrence	Ore.	N	N	Y	Y	Y
Rollins	OV	N	N	Y	Y	O
Angle	Pa.	N	O	O	Y	Y
Burse	Pa.	Y	Y	Y	Y	Y
Farr	Pa.	O	Y	Y	Y	Y
Fox	Pa.	Y	Y	Y	O	O
Freitag	Pa.	Y	Y	Y	Y	Y
Wyland	Pa.	N	Y	Y	O	Y
Velez	P.R.	O	O	O	O	O
Mello	R.I.	Y	Y	Y	Y	Y
Cooper	S.C.	N	N	Y	Y	A
Taylor	S.C.	N	N	Y	Y	N
Horgen	S.D.	N	N	Y	Y	N
Lewis	Tenn.	N	N	Y	Y	O
Pike	Tenn.	N	Y	Y	Y	Y
Utley	Tenn.	Y	Y	Y	Y	Y
Avila	Texas	O	N	Y	Y	Y
Brock	Texas	O	O	O	Y	Y
Foster	Texas	N	N	Y	Y	Y
Hilger	Texas	N	N	Y	Y	Y
Hunt	Texas	N	Y	Y	Y	Y
Reininger	Texas	N	N	Y	Y	Y
Canning	Utah	N	Y	Y	Y	N
Chaffee	Vt.	N	Y	Y	Y	Y
Coffey	Va.	Y	Y	N	Y	N
Nelson	Va.	Y	Y	N	Y	O
South	Va.	Y	Y	N	Y	Y
Aucutt	Wash.	Y	Y	Y	Y	Y
Peterson	Wash.	N	O	O	Y	Y
Keeney	W. Va.	Y	N	Y	Y	N
Blank	Wisc.	N	Y	Y	Y	Y
Niemeier	Wisc.	N	Y	Y	Y	Y
Pyle	Wisc.	O	Y	Y	Y	Y
Fitch	Wyo.	N	Y	Y	Y	Y
Benson	(At Large)	Y	Y	Y	Y	Y
Newkirk	(At Large)	Y	Y	N	Y	Y
Sproul	(At Large)	Y	Y	Y	Y	Y
Tate	(At Large)	N	O	O	Y	N
Bateman	SNEA	Y	Y	N	Y	Y
Gurule	SNEA	Y	Y	N	Y	Y
Fanning	SNEA	Y	Y	N	O	O
Bowser	Ex. Com.	N	Y	Y	O	Y
Bruch	Ex. Com.	Y	Y	Y	Y	Y
Harrison	Ex. Com.	Y	Y	N	Y	Y
Lipscomb	Ex. Com.	Y	Y	N	Y	Y
Woodard	Ex. Com.	N	Y	N	Y	Y
Wynn	Ex. Com.	N	A	Y	Y	Y
McGarigal	Ex. Com.	N	Y	Y	Y	Y
McGuire	Ex. Com.	Y	Y	Y	Y	Y
Ryor	Ex. Com.	Y	Y	Y	Y	Y

*Director not in office at time of vote

ROLL-CALL VOTE #1

Ellen Logue (Calif.) was not present at the time of the report and vote regarding the recommendations of the Special Committee on Resolutions but requested that her negative position be recorded.

Lois Tinson (Calif.) abstained on the issue and submitted the following statement:

"As chairperson of the Resolution Committee, I have chosen not to take a position at this time. The Resolutions Committee will meet again in June in Dallas before the Convention. I have, therefore, chosen not to take a position."

The Connecticut directors, *Bill Bell* and *Ray Rossomando*, voted in the negative and submitted the following statement:

"We voted against concurrence because it implies that we agree with every portion of the report, which is judgmental rather than procedural. The procedure should be to accept the report. Judgments are made on the Recommendations, which are the second part of this motion. The first part implies acceptance of the second part which should be voted on separately."

Marjorie Farr (Pa.) was not present at the time of the report and vote regarding the recommendations of the Special Committee on Resolutions but requested that her negative position be recorded.

ROLL-CALL VOTE #2

Mary Gilmore and *Ronald Schutt* (Mass.) indicated that they had been absent during the distribution and discussion of the Special Committee's report and therefore abstained from voting.

ROLL-CALL VOTE #5

Odetta Fujimori (Hawaii) voted in the negative and submitted the following statement:

"My recorded no vote is based upon three points: (1) the trust and confidence placed in me by my State relative to my decisions; (2) the precedence that an action such as this has set; (3) the monkey's on the back of those who breached the confidentiality of the Executive Session."

Jackie Rollins **(Overseas) requested that the record indicate that his absence was because of illness.**

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The NEA Travel Office has started publication of a Travel Newsletter to keep members up-to-date on the rapidly changing travel industry, provide up-to-the-minute travel program opportunities, and present worthwhile travel tips. Now you can keep up on NEA travel — free of charge — with NEA Newsletters designed just for you!

A gift for *all* seasons — the People's Republic of China!
The government of the People's Republic of China has invited the NEA, as a grassroots, membership-controlled organization, to apply directly to Peking for membership travel visas. Over the summer and fall, 350 members will visit China to discover the heritage of a different culture and come home with a new perspective. Members and their invited guests will receive special treatment as a result of their unified membership. For a trip you'll never forget, join this adventure into both ancient and modern China with the NEA Travel System.

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Please note the hours for our toll-free line, #800-424-1050, have been changed. Effective August 15, 1978, operators will be available between 8:15 A.M. and 4:30 P.M. East Coast Time, Monday through Friday. For more information on Christmas programs including an application, to be included on NEA's travel mailing list, to receive FREE copies of the NEA Travel Newsletter, and/or to register for the China waiting list, complete the coupon.

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1978 CHRISTMAS TRAVEL PROGRAMS

Area	Tour Highlights	Dates	Departure City	Per Person Price**
China (XLC)	Eleven nights in the People's Republic of China visiting the capital—Peking—with its old temples, pagodas, palaces, monuments and bridges; the seaport city of Shanghai, at the mouth of the Yangtze River; and the lovely resort city of Wusih on the north bank of Lake Taihu, one of China's largest lakes.	12/19/78 — 1/2/79	New York	$2,399.00
Russia (XLR)	Three nights Moscow, three nights Leningrad, one overnight sleeper, first-class hotels with private bath, all meals, complete sightseeing in both cities, round-trip transfers and baggage handling, via Pan American, OTC charter air fare.	12/23 — 12/31/78	New York	$798.00
London (XRL)	Accommodations in first-class hotel with bath, Continental breakfast, one-half-day London sightseeing tour, two theatre vouchers for London shows of your choice (selection upon arrival in London), transfers and baggage handling, via Pan American, OTC charter air fare.	12/24/78 — 1/1/79	New York	$509.00
Rome (XRR)	Accommodations in first-class hotel with bath, Continental breakfast, one-half-day city sightseeing tour, transfers and baggage handling, via U.S. supplemental carrier, OTC charter air fare.	12/22/78 — 1/1/79	New York	$599.00
Guatemala (XPG)	Three nights Guatemala City, 2 nights Flores, 2 nights Antigua using first-class and deluxe hotels, Continental breakfast daily, plus 3 lunches and 2 dinners, transfers and baggage handling at airport, but not hotel, visits to Chichicastenango, Lake Itza and Tikal. Group Inclusive Tour air fare.	12/23/78 — 12/30/78	Miami New York Chicago	$464.00 $655.00 $613.00
Air Only (XTO)	London via Pan American World Airways Boeing 707 jet, based on Advance Booking Charter air fare.	12/24/78 — 1/1/79	New York	$369.00
Czechoslovakia (XRP)	Seven nights Prague, in first-class hotel, twin rooms with private bath, Continental breakfast and dinner daily, special Christmas dinner, transfers and baggage handling, one-half-day city sightseeing tour, Group Inclusive Tour air fare.	12/23/78 — 12/31/78	New York	$615.00
Caribbean (XLCN)	Cruise aboard the M/S CARIBE, 11,000 ton ship of the Commodore Cruise Line, calling at Freeport, Charlotte Amalie, St. Thomas, San Juan, and Puerto Plata.	12/23/78 — 12/30/78	Miami	from $530
Caribbean (XLCN-1)	Board the M/S ANGELINA, 20,000 ton pride of the Costa Line for sun and fun with visits in St. Maarten, Guadeloupe, Grenada, La Guaira and St. Thomas.	12/23/78 — 12/30/78	San Juan	from $640.00
Switzerland (XRZ)	Eight nights Zurich, in first-class hotel, twin rooms with private bath, Continental breakfast daily, Christmas dinner, transfers and baggage handling, Advance Booking Charter air fare.	12/23/78 — 1/1/79	New York	$589.00
Yugoslavia (XRY)	Six nights accommodation in first-class hotel, twin rooms with bath in the ski resort area of Kranjska Gora, Continental breakfast and dinner daily, transfers and baggage handling, Group Inclusive Tour air fare.	12/22/78 — 12/29/78	New York	$563.00
Holy Land (XHL)	One night Tel Aviv, one night Acre, five nights Jerusalem in first-class hotels, twin rooms with bath, all meals, transfers and baggage handling, extensive sightseeing. Inclusive Tour Charter air fare.	12/21/78 — 12/29/78	Philadelphia	$999.00
Egypt (XLPT)	Four nights Cairo, two nights Luxor, and two nights Aswan in first-class hotels based on twin rooms with private bath, Continental breakfast and dinner throughout, round-trip transfers abroad, baggage handling, extensive sightseeing, Group Inclusive Tour air fare.	12/22/78 — 12/31/78	New York	$999.00
Morocco (XLM)	One night Casablanca, three nights Marrakech, 2 nights Fez and one night Rabat in deluxe hotels, twin rooms with private bath, 7 Continental breakfasts, 6 dinners and 2 lunches, round-trip transfers abroad, baggage handling, sightseeing in Casablanca, Fez and Marrakech. Advance Purchase Excursion air fare.	12/23/78 — 12/31/78	New York	$699.00
Hawaii* (XPH-1-2)	Seven nights Honolulu in superior hotel with private bath, flower lei, city/Mt. Tantalus tour, round-trip transfers and baggage handling, local tour escort, transportation via Northwest Airlines and connecting carriers, Group Inclusive Tour air fare.	12/22/78 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$519.00 to $693.00
Hawaii* (XPH-3-6)	Four nights Honolulu & three nights Outer Island in superior hotel with private bath, same inclusions in Honolulu as mentioned above, round-trip air flights, transfers and baggage handling on Outer Island, half-day sightseeing tour, transportation via Northwest Airlines, Group Inclusive Tour air fare.	12/22/78 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$556.00 to $795.00

*Outer island sightseeing: Iao Valley/Lahaina tour-Maui, Wailua River Cruise-Kauai, and Hilo/Volcano/Kona tour-Hawaii.

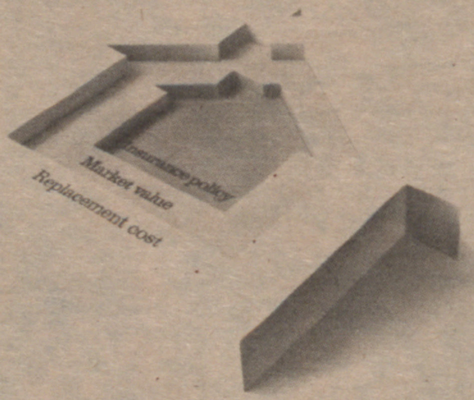
Eligibility: NEA members, their families and invited guests.

**Itineraries, dates, and prices are subject to change.

The Association that works to assure your rights as a teacher also has plans to protect your...

Home

Don't get caught in the middle.



Remember, it's the replacement cost that counts.

If you lost your home today through a catastrophe like a fire or storm, chances are you'd find yourself *in the middle* with a homeowners' insurance policy that would be insufficient to replace your home at today's costs.

As a unified member, we want you to know the effects of inflation on your home's value. What many of us have not realized is that the cost of building materials and labor is rising far faster than the increases in market value. If you were to upgrade your homeowners' insurance, you would probably reach the second step . . . *market value.* After all, you have a good idea of what your home could be sold for today. However, your home should be insured to its replacement cost.

Your Association, through the Horace Mann Insurance Company, offers you a homeowners' policy that can cover your home to its *replacement cost* (the actual dollar amount it would take to rebuild your home). That's what homeowners' insurance is all about.

Evaluate your home.

Our Homeowners' Evaluator is a simple calculation device that helps you determine the replacement cost of your home in today's world. And we have a renters' evaluator for apartment dwellers.

As a unified member, there's no charge or obligation for this evaluator. If you need assistance, professional advice or a quote on the amount of insurance you need, we'll be glad to help, *at your request.*

Not presently available in Hawaii and Puerto Rico.

Retirement

How to plan for it, save for it, and then enjoy it.

Now you can accomplish your most important financial goals.

Right now is the best time to start planning for your retirement years . . . so that later on, when it's time to retire, you will have the financial freedom to relax and to pursue your retirement pleasures.

The UTP Tax-Deferred Annuity Program, developed in cooperation with your Association and underwritten by Horace Mann Life Insurance Company, is designed especially for teachers nationwide. By enrolling in this plan, you will be able to save money from your salary that will be exempt from current income taxes, as will the interest your money accumulates. Taxes are deferred until the money is withdrawn, usually at retirement, when income is generally subject to lower tax rates.

Some advantages of the UTP Tax-Deferred Annuity Program are:

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- No surrender or withdrawal charges
- High annuity factors
- Guaranteed lifetime income

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[1]The current effective annual rate, including excess interest. Excess interest is not guaranteed.
[2]The current male 10-year certain and life guarantee.

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10	$17,634	$ 21,340	$ 28,463	$ 34,450
15	$29,588	$ 39,930	$ 47,644	$ 64,335
20	$44,132	$ 66,930	$ 70,980	$107,740
25	$61,827	$106,150	$ 99,371	$170,780
30	$83,356	$163,100	$133,914	$262,340

* Based on current excess interest rate. Not guaranteed.
Not presently available in Connecticut, Hawaii, New Jersey, and New York.

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Circulation this issue: 1,758,292

October 1978
Vol. 17, No. 6

NEA REPORTER

Published by the National Education Association

Washington, D.C.

How Did Your Congressperson Vote on Education Issues?

See page 7

POLITICS 78

"Major decision affecting schools and colleges are made by elected officials or their appointees. Therefore, the Association believes that it is the duty and responsibility of educators to involve themselves in the selection, election, and reelection of qualified, committed candidates who support the established goals that will provide quality education."

—*from NEA Resolution G-1, The Educator as a Citizen*

With this charge in mind, NEA members around the nation are beating the hustings this fall to elect proeducation, proteacher candidates to public office.

NEA's Political Action Committee has endorsed about 350 political hopefuls—Democrats and Republicans—for the U.S. House of Representatives and the Senate. Local political action groups of teachers and state PAC's are also endorsing and supporting women and men who are running for state and federal offices.

Last month's *NEA Reporter* told of teacher efforts on behalf of gubernatorial candidates in Texas and Maryland, as well as the endorsement of Senate candidate Bill Roy in Kansas.

In this issue, stories and photographs show the political strength of teachers in California, Indiana, Montana, and New York.

Coverage starts on page 3.

"Our statistics demonstrate that teachers are held in high respect by the parents who send their children to public schools," said NEA President John Ryor in a pre-Labor Day appearance on NBC's "Meet the Press." Above, Ryor talks after the broadcast to moderator Bill Monroe (center) and members of the "Meet the Press" panel of reporters.

Strikes Up in Early Weeks of New School Year

WASHINGTON, D.C. *(NEA News Service)*—Teacher strikes affected schools in 79 districts in 15 states early in September, according to a nationwide NEA survey. A total of 53 strikes affecting some 35,000 teachers and 675,300 students were in progress.

Of the total teacher strikes, 68 were by affiliates of NEA and 11 by affiliates of the smaller American Federation of Teachers. Of the 53 strikes in progress, 44 were by NEA affiliates, affecting about 20,700 teachers and 406,300 students; 9 were by AFT affiliates, affecting about 14,300 teachers and 269,000 students.

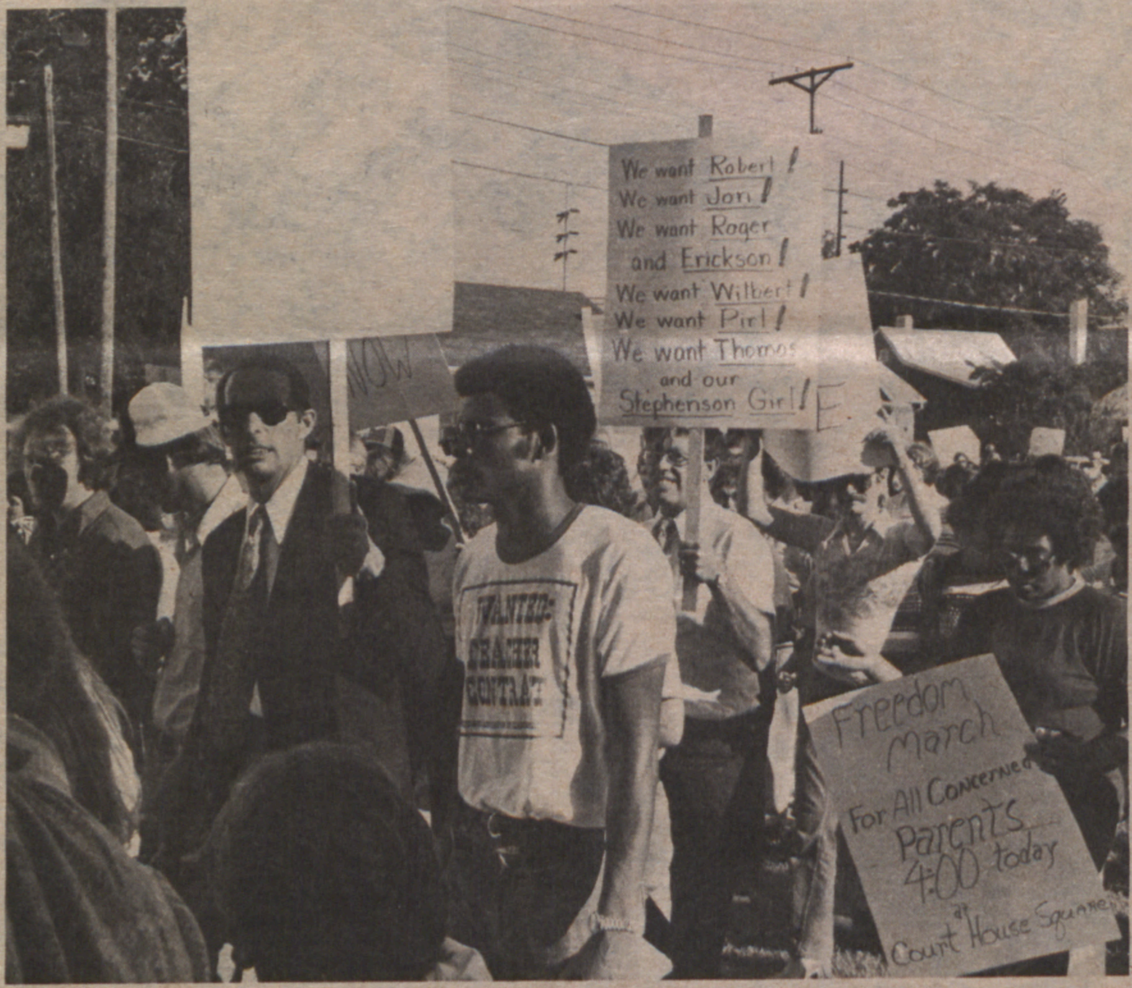
The 79 total walkouts compared to 52 strikes at the same time last year (42 NEA, 9 AFT, 1 American Association of University Professors).

NEA President John Ryor predicted that teacher strikes for the 1978-79 school year will run slightly ahead of the 152 total strikes by teachers in each of the previous school years but below the record 203 strikes in 1975-76. The two primary strike issues this year: salaries which have not kept pace with inflation and class size.

"Teachers are badly paid in terms of their work: shaping the minds of the next generation," said Ryor. "The average teacher salary of $14,244 is well under what the Labor Department estimates as necessary to maintain a family of four in a moderate lifestyle in this country. Furthermore, teacher salaries have been severely eroded by inflation."

Ryor also pointed out that "most teachers have still not seen the benefits of declining enrollments in terms of reduced class size and the ability to do more individualized instruction—which is increasingly necessary in today's educational environment. Class size is always a primary concern of our members."

Other than class size and salary, issues most often mentioned in this year's disputes were discipline, school board efforts to roll back previous gains, job security, evaluations, contract duration, work load, planning time, and school board refusal to negotiate.



Marion, Indiana, teachers march with members of their community to protest the jailing of eight teacher-leaders during a strike there. The man in suit and tie is Indiana State Teachers Association board member Ed Johns who came to Marion to march while his own local, in Richmond, was also on strike.

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/ February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.**

Photo credits: page 1 (left) **Giles C. Seely,** (left center) **Randy Rasmussen,** (right center) **Mary Ann Carter,** (right) **Norton Druilhet;** page 2 (top) **Carolyn Salisbury,** (bottom) **Dallas Roper;** page 3, **Norton Druilhet;** page 4 (left two) **Norton Druilhet,** (right two) **Mary Ann Carter;** page 5 (left) **Mary Ann Carter,** (right) **Randy Rasmussen;** page 6 (left) **Randy Rasmussen,** (right two) **Giles C. Seely;** page 11 (two left) **Patty Haley-Espich,** (right) **NBC-TV;** page 13 (top) **Richard J. Baker,** (bottom two) **Joe Di Dio;** page 14 (top) **Michael G. Lydick,** (bottom) **Phil Beeman.**

POLITICS '78

California Teacher Coalition Backs Carey Peck

Teacher-workers for Carey Peck accompany the candidate on a door-to-door canvass of a Torrance neighborhood. Here Peck greets householder Raymond Nichols and his daughter Roxanne. The teachers are Bob Dye, Manhattan Beach Teachers Association, and Marilyn Landau, UTP-Los Angeles.

REDONDO BEACH, CALIF.—Teachers representing nine Southern California local associations are striving here to elect Democrat Carey Peck to Congress.

Peck, the son of actor Gregory Peck, is seeking to dislodge Rep. Robert Dornan, a first-term Republican who has voted consistently against NEA positions in the House of Representatives.

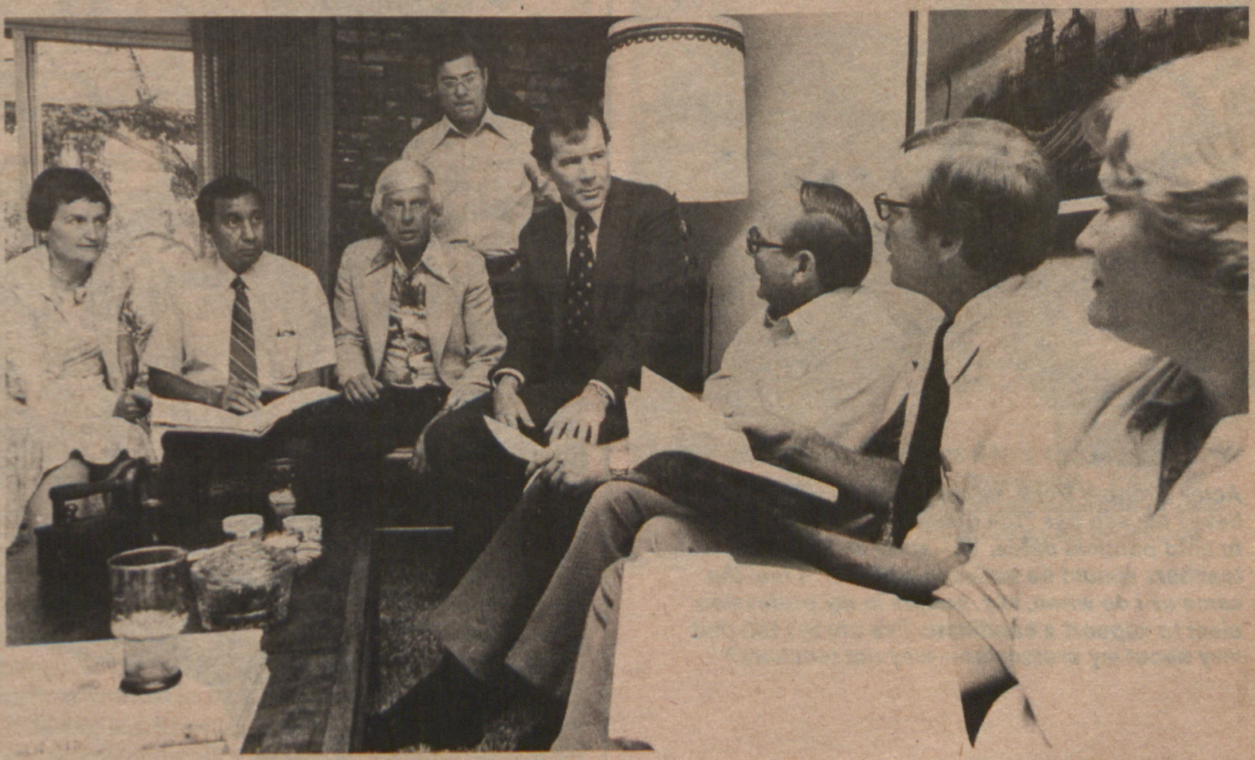
Teachers in this coastal district are raising funds, surveying voters, handing out brochures, holding candidate wine-and-cheese parties, and pounding in "Teachers Pick Peck" lawn signs.

Roger Schriefer, an American history teacher at the high school here, coordinates the effort. "We've never been able to get all the teacher associations in the 27th congressional district together before," Schriefer said, "but this year we have done it. Every one of our teacher groups is involved."

Local associations in the 27th district are the Santa Monica Teachers Association, the El Segundo Education Association, the Hermosa Beach Teachers Association, the Beach Cities Secondary Teachers, the Manhattan Beach Teachers Association, the Redondo Beach City Teachers Association, the Palos Verdes Faculty Association, the Torrance Teachers Association, and the United Teaching Profession–Los Angeles.

"Teacher political savvy varies from local to local," Schriefer said. "In some of our schools, con-

(Continued on next page)



South Bay United Teachers interrogate candidate Peck before endorsing him. From left, Virginia Damon, Palos Verdes Faculty Association; Arnold Tenna and John Brown, Centinela Valley Teachers Association; Bob Brigham (standing), Beach Cities Secondary Teachers; candidate Peck; Roger Schriefer, coordinator of the Teachers for Peck campaign; Bob Dye, Manhattan Beach Teachers Association; and Diane Jones, Redondo Beach City Teachers Association.

(Continued from preceding page)

tributions to NEA-PAC, for instance, runs near one hundred percent. In others, some teachers still are lukewarm about political involvement."

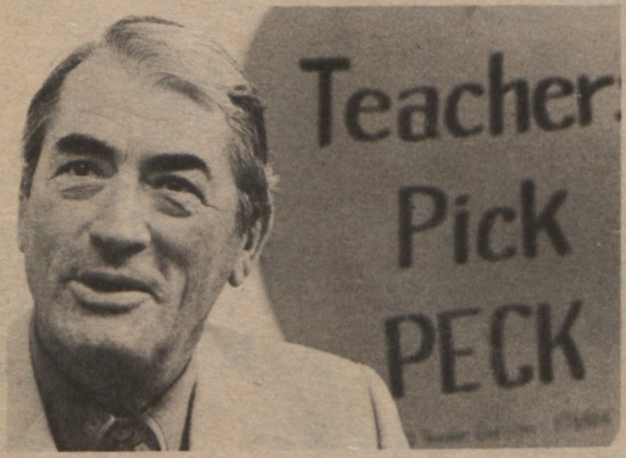
Candidate Peck is not lukewarm about teacher involvement—he is all for it. "Education is an area people are very concerned about today," said Peck. "So teachers can greatly help a proeducation candidate."

Peck is also a strong supporter of the concerns of the united teaching profession: for greater federal aid to schools, for better statewide school financing, and for teacher collective bargaining. On the latter, he said, "It's a necessity. Not only for teachers, but all people who work have a right to represent themselves."

Though a first-time candidate, Peck has a background in politics, starting with his work on behalf of John Tunney for U.S. Senate, including service on the staff of then Senator Walter Mondale, and as consultant to the Senate Committee on Labor and Public Welfare in 1975. The Education Subcommittee of that committee dealt with the Elementary and Secondary Education Act of 1976, the Vocational Education Act of 1976, and Title IX, the Anti-Sex Discrimination Act.

"I think it was a natural for me to fall in with teachers on this campaign," Peck said.

Roger Schriefer (standing) and representatives of nine Southern California teachers associations stuff envelopes with Peck-for-Congress materials prior to a mailing to some 4,000 teachers. Schriefer is coordinator of the teachers' political push to elect Peck.



Actor Gregory Peck, father of the candidate, believes his son has "the qualifications and the talent" to hold political office. The actor also says he thinks teachers should be active in politics: "I feel the same as I do when, say, people in my profession elect to support a candidate. I've always felt that way about my profession—why not teachers?"

INDIANA POLITICS '78

Pro-Education Candidate Poses Serious Challenge to Incumbent

BLOOMINGTON, IND.—Charlotte Zietlow is running for Congress in Indiana's 7th district with the speed, endurance, and determination that residents of this state usually reserve for "Hoosier Hysteria," known elsewhere as basketball.

The 43-year-old teacher-backed candidate campaigns 12 to 14 hours a day, enthusiastically shaking every hand she can reach in southwestern Indiana. Political observers consider Zietlow the strongest congressional challenger in years and give her a good chance to win.

Though teachers here have backed school board and state candidates before, Charlotte Zietlow is the first congressional candidate for whom they've actively campaigned, because, as one teacher put it, "She's the first viable candidate we've ever had to oppose the incumbent."

"I was teaching English to 17-, 18-, and 19-year-

Teacher-backed candidate Charlotte Zietlow (above) tapes a radio interview in Sullivan, Indiana, during hectic but typical 14-hour days on campaign trail, in which she talked to truckers, newspaper editors, senior citizens, strangers on sidewalks, and hungry folk at country fish fries.

At left, discussing campaign strategy with congressional candidate Charlotte Zietlow (center), one of the strongest challengers to come out of southwestern Indiana, are Bloomington teachers Myriam Wood (seated left), Don Adair (standing), and Diane Williams (seated right). Wood and Williams once taught Zietlow's children.

old Czechoslovakians at the University of Bratislava a year after the 1968 Russian invasion," says Zietlow. "I looked out the classroom windows across the Danube River to Austria—and realized I was the only person in that room who could ever go there," since travel by Czechs was restricted.

That, she says, was part of the politicization of Charlotte Zietlow that led her from the academic life (she holds a Ph.D. in Germanic languages; husband Paul is Indiana University's director of English graduate studies) to the political arena.

Graduating from precinct worker to political candidate, Zietlow was elected twice to the Bloomington city council.

Now she is aiming at the congressional seat held for the past 12 years by John Myers, a banker who has voted to limit the summer food program, to cut funds for public education, and to support tuition tax credits for private schools and colleges.

Well over a year ago, Zietlow started working for the endorsement of the Indiana State Teachers Association. She believes that "teachers are a very energetic group, interested in the community as a whole. We have to put together a coalition of people who care."

Teachers like Myriam Wood, who taught both of the Zietlow children, are sponsoring informal meet-the-candidate fundraisers, helping to chauffeur Zietlow around the 7th congressional district, and doing the tedious but necessary chores that lead to a seat in Congress.

"I've addressed post cards, licked stamps, and answered the phone at Zietlow headquarters," says Alice Vandersteen, president of the Monroe County Education Association and NEA Board member.

One reason Indiana teachers are backing Zietlow so enthusiastically is that she has a long history of backing public education and would continue to do so in Congress.

Criticizing the tuition tax credit proposal, Zietlow exclaimed, "I think it's just awful, a very irresponsible bill. It poses a real threat to the public schools. My parents sent me to parochial [Lutheran] school because they wanted me to have religious training; but they would have been insulted if someone else had paid my way."

The Democratic candidate backs a Cabinet-level Department of Education, explaining, "I think something as important as education needs separate attention. HEW is so confusing no one understands it, and education falls by the wayside."

Though she lacks the privileges of an incumbent congressman and is underfinanced by comparison, Zietlow makes up for it with imagination (at a campaign rally she once awarded a candle to the person holding the highest utility bill), her own driving energy, and the support of concerned Hoosiers who are ready to change congressional representatives.

In southwestern Indiana, teachers are working hard to make that change take place in November.

Teachers Betsy Sawyer (left) and Pat Walsh (right) have donated their summer and weekend hours to driving congressional candidate Charlotte Zietlow (center) around southwestern Indiana. "Each one of you can make a difference; to win, we need to change 13,000 votes, or 26 votes per precinct," Zietlow told teachers attending the Limestone District Council teacher workshop.

MONTANA POLITICS '78

Teachers Caucus for Baucus

MISSOULA, MONT.—Under the big sky, between buttes and wide craggy mountains, teachers have blazed a campaign trail to the U.S. Senate for their friend Max Baucus.

Baucus, 37, who presently serves the western district of Montana in the U.S. House of Representatives, was endorsed by the Montana Education Association-Political Action Committee on Education during the primary campaign. Announcing the MEA-PACE decision last spring, MEA President John C. Board praised Baucus as "a man upon whom the school children and teachers of our state and nation can depend."

While a member of the Montana House of Representatives in 1973 and 1974, Baucus voted for bills that grant due process to nontenured teachers, improve collective bargaining rights for teachers, and allow teachers to negotiate insurance benefits above the amount required by law. Baucus also fought for increased state funding for special education and kindergartens.

As a congressman, Baucus has earned praise from NEA's Government Relations experts for his support of education and other social issues. Baucus favors establishment of a Cabinet-level Department of Education, a federal collective bargaining bill for public employees, passage of the Equal Rights Amendment, tax credits for teacher retirement income, and national health insurance.

Asked about the effects of California's Proposition 13, Baucus urges teachers "to go ahead hard for necessary programs. Education groups should use Proposition 13 as a vehicle to explain inequities in school funding."

He adds: "I will continue to do everything in my power to see to it that public education enjoys the support of the federal government, to continue to provide the best possible schooling for Montana youngsters."

Pat and Angie Cormier, teachers in Yellowstone County, have backed Baucus for a long time: "We've supported him financially, pushed campaign literature, and talked with friends. He's stayed at our home when campaigning in Billings," said Angie.

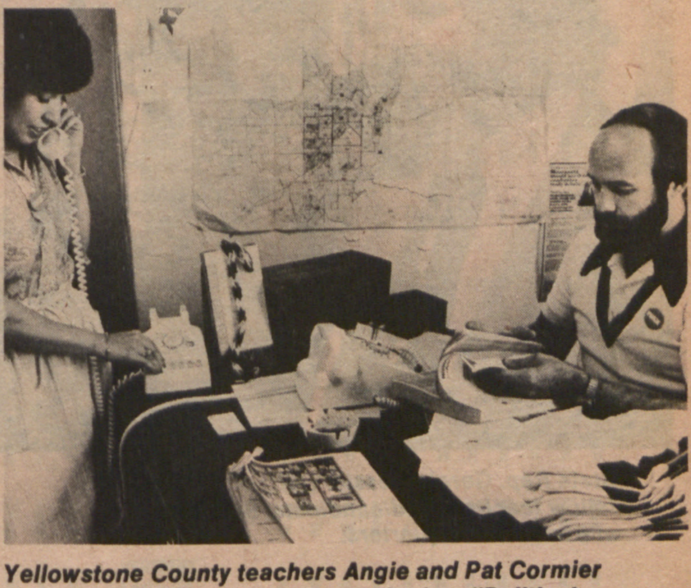
"We attended a $100-a-plate barbeque at a ranch outside Helena. We coughed a little hard at the price," joked Pat, "but we were surprised to see other teachers from Great Falls, Helena, and Billings. Baucus is a good friend of education. Max actively seeks out concerns of teachers."

Baucus's former junior high math teacher is active in the campaign. Roy Kallin of Helena has attended fund raising dinners and canvassed his neighborhood during the primary. Kallin describes Baucus in the seventh grade as "a very good student, interested in people, and a fine young man."

During his 30 years in education, Roy Kallin has seen intensified political activity by teachers. "First we were involved in legislation. Gradually we realized that legislation comes from politicians."

Kallin and other teachers throughout Montana are optimistic about their influence on the state's voters.

MEA Vice President Nancy Walter (center) and Bonnie Faust, chair of the MEA Legislative Committee, greet Montana U.S. Senate candidate Max Baucus at Missoula campaign headquarters.



Yellowstone County teachers Angie and Pat Cormier spend a Saturday morning campaigning. "Political activity has brought teachers to the attention of people who never thought of teachers as an organized group," says Angie.

Montana Teachers Are Candidates, Too

MISSOULA, MONT.—"I decided to practice what I teach," said Montana State Representative Gerald Kessler, a government teacher at Billings Senior High School.

"Teachers are the second largest bloc in the legislature here, behind ranchers and farmers," said Kessler. "Teachers make up a large bloc of Montana's population." There are approximately 7,000 MEA members in the state's population of 700,000. Eighteen educators presently serve in the legislature.

"Teachers are responsible citizens and they are looked up to, despite current publicity," said the 29-year-old first-term legislator.

Shirley Hanson, an energetic elementary school music teacher from Havre, chaired the Democratic Platform Committee on Education for the 1978 Montana Democratic Convention. Currently, Hanson is a candidate for the State House.

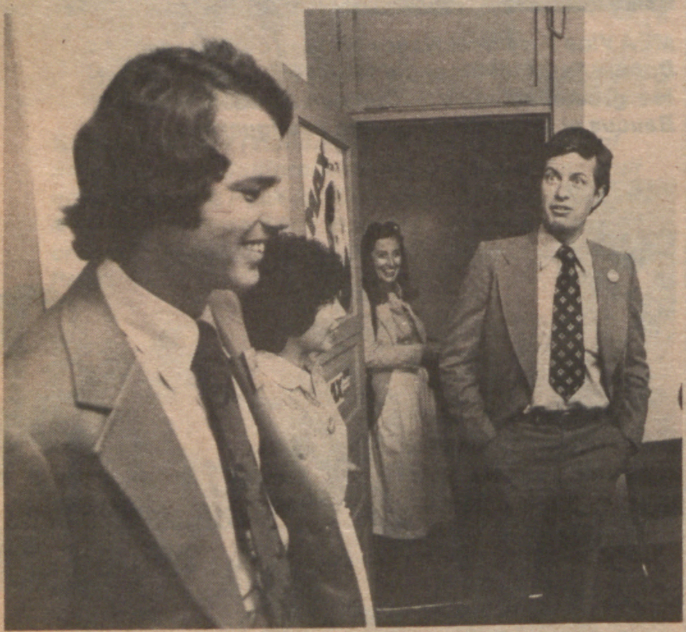
"The first couple of years I taught, I was quiet about politics. Eventually I realized that educators were being slighted by state legislators. It wasn't fair."

Hanson was appointed by the state chair of the Democratic Party to present the party platform on education to the delegates at the August state convention. This position traditionally was held by state superintendents or other administrators.

For her legislature campaign, Shirley Hanson has written press releases, held a fund raising barbeque, and run newspaper ads in the Havre area.

In the northeast corner of the state, Irene Baker of Glasgow, who has taught elementary school for 42 years, is also running for the State House of Representatives. As a representative, Baker hopes to increase respect for the educational system and to provide adequate funding for educational programs.

When asked why she decided to run, Baker replied "I'd been urging other people to run, so it's about time I ran."



State Rep. Gerald Kessler (left) of Billings joins fellow teachers and candidate Baucus at Baucus headquarters.

NEW YORK POLITICS '78

Teachers Back McHugh in New York 27th

VESTAL, N.Y.—It was four years ago this fall that Priscilla Corl, a kindergarten teacher, started working in the campaign to elect Democrat Matt McHugh, a young prosecuting attorney from upstate New York, as a first-term member of Congress. Two years later in 1976, Rep. Matthew F. McHugh was back on the political hustings seeking reelection in New York's 27th congressional district.

Because teacher volunteers in 1974 were credited with "playing an important part in my campaign success," McHugh looked forward to their help again. This time, however, Corl, who is president of the Maine-Endwell Teachers Association, served as campaign coordinator working on behalf of McHugh's reelection. McHugh polled 65 percent of the vote and again gave teachers much of the credit for his success.

"It is clear that the effort of teachers was essential to my reelection," McHugh declared. Corl and some 100 teacher volunteers from the New York Educators Association had done their job well. For example, teachers put in 1,500 hours in McHugh's campaign and made some 2,300 phone calls to other teachers during the last days of the campaign.

And now in the autumn of 1978, Priscilla Corl is back at the political helm again working with teachers from NYEA locals to reelect Matt McHugh, 39, to his third term in the House of Representatives.

McHugh has supported NEA-backed legislation including increased school funding, child nutrition, education of the handicapped, labor law revision, child day care standards, unemployment compensation, minimum wage, and public works employment. He supports legislation calling for a Cabinet-level Department of Education and collective bargaining for teachers and has opposed a measure providing tuition tax credits for elementary and secondary education.

Priscilla Corl greets Rep. Matthew McHugh at the NYEA Vestal Service Center as other teacher-leaders look on.

Discussing campaign strategy with Rep. Matthew McHugh (left) are Priscilla Corl and John Pittelli, chairperson of NYEA-PAC, Region 11.

Legislative Report Card

Did Your Congressperson Support Education?

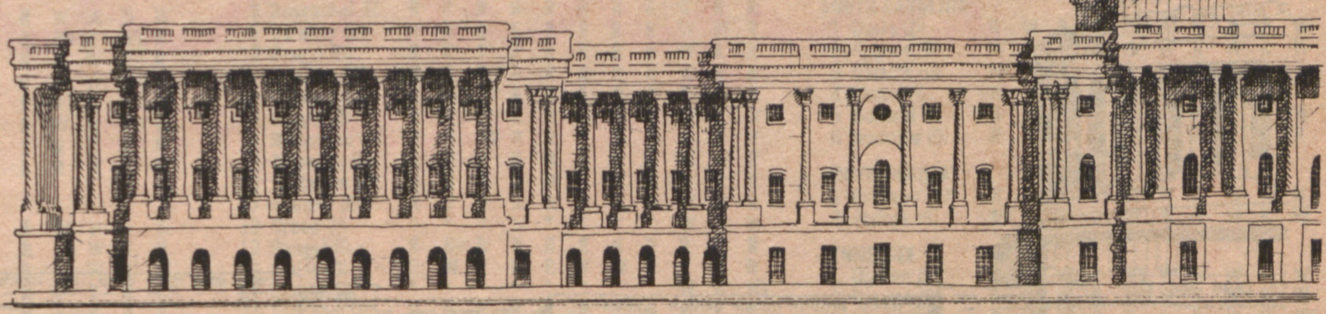
95th Congress
1977-78

In 1978, teachers once again have the opportunity to help determine the calibre of national leadership—through organized local, state, and national political activity that will affect the outcome of the races for all 435 seats in the United States House of Representatives and more than a third of the seats in the Senate.

To help you judge whether your Representatives and Senators have supported the positions of the National Education Association on major issues during the 95th Congress, NEA Government Relations has compiled the following information on selected roll-call votes.

The issues selected relate directly to NEA policy as reflected in the resolutions of the Representative Assembly and are intended to present a general profile on each Member of Congress.

Bear in mind that voting records are only one of the factors considered by NEA-PAC, NEA's political action arm, and the political action committees of state and local associations as they decide whom to endorse. The judgment as to an individual's stance on education is on a careful review of all available information, including public statements and direct questioning through personal interviews, correspondents, and lobbying activity. Teacher political action committees conduct such assessments, and you should become familiar with these activities.



NOTE: This voting record reflects actions taken prior to the 1978 Labor Day recess. Votes on several other critical issues are expected prior to the end of the current session. Records of these additional votes on NEA issues will be transmitted to state and local associations and these votes will certainly be covered by the national news media.

SENATE

	1	2	3	4	5	6	7	8	9	10	11
ALABAMA											
Allen (D)	*	*	*	*	*	*	*	W	R	W	R
Sparkman (D)	NV	R	W	R	W	NV	NV	R	R	R	NV
ALASKA											
Gravel (D)	R	NV	W	R	R	R	NV	R	R	R	R
Stevens (R)	R	R	W	R	W	R	R	W	W	W	R
ARIZONA											
Goldwater (R)	NV	W	NV	NV	W	R	W	W	W	R	R
DeConcini (D)	W	R	R	R	R	R	NV	W	W	R	R
ARKANSAS											
Bumpers (D)	W	R	W	R	W	W	R	R	R	R	R
Hodges (D)	*	*	*	*	*	*	R	R	R	W	R
CALIFORNIA											
Cranston (D)	R	R	W	R	R	R	R	R	R	R	R
Hayakawa (R)	W	W	W	W	W	W	W	W	W	W	W
COLORADO											
Haskell (D)	R	R	R	NV	R	R	W	R	W	R	R
Hart (D)	R	R	R	R	W	W	R	NV	R	R	R
CONNECTICUT											
Ribicoff (D)	R	R	R	R	NV	R	R	W	R	R	W
Weicker (R)	NV	R	NV	R	R	R	R	R	NV	R	NV
DELAWARE											
Biden (D)	R	W	R	R	R	W	W	W	R	R	R
Roth (R)	W	W	R	R	W	W	W	W	W	W	W
FLORIDA											
Chiles (D)	R	R	W	R	W	R	NV	R	W	W	R
Stone (D)	R	W	R	R	W	R	R	R	R	R	W
GEORGIA											
Talmadge (D)	W	R	W	R	W	R	W	R	R	R	R
Nunn (D)	W	R	W	R	W	W	W	R	W	R	R
HAWAII											
Inouye (D)	R	R	R	NV	NV	R	R	R	R	R	R
Matsunaga (D)	R	R	R	R	R	R	R	W	R	R	W
IDAHO											
Church (D)	R	R	W	R	R	R	NV	R	R	R	W
McClure (R)	W	NV	W	W	NV	R	W	W	W	W	W
ILLINOIS											
Percy (R)	R	R	W	R	W	W	R	R	R	R	W
Stevenson (D)	NV	R	W	R	W	W	NV	R	R	R	R
INDIANA											
Bayh (D)	R	R	R	R	R	R	R	R	R	R	W
Lugar (R)	W	W	R	R	W	W	W	W	W	R	W
IOWA											
Culver (D)	R	R	R	R	R	W	R	R	R	R	R
Clark (D)	R	R	R	R	R	R	R	R	R	R	R
KANSAS											
Pearson (R)	R	R	R	R	NV	W	R	W	R	R	NV
Dole (R)	W	R	R	R	W	W	W	W	R	R	R
KENTUCKY											
Ford (D)	R	NV	NV	R	R	W	R	R	R	R	W
Huddleston (D)	NV	R	W	R	R	R	NV	W	R	R	R
LOUISIANA											
Long (D)	R	R	W	R	NV	W	R	W	R	W	NV
Johnston (D)	W	W	W	R	R	W	R	NV	NV	W	NV
MAINE											
Muskie (D)	R	R	R	NV	R	W	R	W	W	R	R
Hathaway (D)	R	R	R	R	R	R	R	W	R	R	R
MARYLAND											
Mathias (R)	R	R	R	R	R	NV	NV	W	R	R	W
Sarbanes (D)	R	R	R	R	R	W	R	R	R	R	W
MASSACHUSETTS											
Kennedy (D)	NV	R	R	R	R	W	R	R	R	R	R
Brooke (R)	R	R	R	R	R	W	R	R	R	R	R
MICHIGAN											
Griffin (R)	NV	W	W	NV	W	R	NV	W	R	R	W
Riegle (D)	R	NV	NV	R	R	R	W	R	R	R	R
MINNESOTA											
Humphrey (D)	*	*	*	*	*	*	*	R	R	R	R
Anderson (D)	R	R	W	R	R	W	NV	W	R	R	NV
MISSISSIPPI											
Eastland (D)	W	R	W	NV	W	W	NV	NV	NV	NV	NV
Stennis (D)	W	R	W	W	W	W	R	R	W	W	R
MISSOURI											
Eagleton (D)	R	R	W	R	R	W	NV	R	R	R	R
Danforth (R)	R	W	R	R	W	W	R	W	R	R	W
MONTANA											
Hatfield (D)	*	*	*	*	*	*	*	R	R	W	W
Melcher (D)	R	R	R	NV	R	R	R	W	R	W	W
NEBRASKA											
Curtis (R)	W	W	W	W	W	W	R	W	W	W	R
Zorinsky (D)	W	W	W	W	W	W	W	W	W	W	W
NEVADA											
Laxalt (R)	NV	W	NV	W	W	R	W	W	W	W	NV
Cannon (D)	R	W	W	R	W	R	R	R	R	W	R
NEW HAMPSHIRE											
Durkin (D)	R	R	R	R	R	R	R	W	R	R	W
McIntyre (D)	R	W	W	R	R	R	NV	W	W	R	W
NEW JERSEY											
Case (R)	R	R	R	R	R	NV	R	R	R	R	W
Williams (D)	R	R	R	R	R	W	NV	R	R	R	W
NEW MEXICO											
Domenici (R)	W	R	R	R	W	R	NV	R	R	W	R
Schmitt (R)	W	W	R	R	W	R	W	W	R	W	R
NEW YORK											
Javits (R)	R	R	R	R	R	W	NV	R	R	R	W
Moynihan (D)	R	R	R	R	R	W	R	W	R	R	W
NORTH CAROLINA											
Morgan (D)	NV	W	W	W	W	W	R	R	W	W	R
Helms (R)	W	W	W	W	W	R	NV	R	W	W	R
NORTH DAKOTA											
Young (R)	NV	R	W	R	W	W	R	R	R	W	R
Burdick (D)	R	R	W	R	R	R	R	R	R	W	R
OHIO											
Glenn (D)	R	R	R	R	R	R	R	R	R	R	R
Metzenbaum (D)	R	R	R	R	R	R	R	R	R	R	R
OKLAHOMA											
Bellmon (R)	R	W	R	NV	W	W	W	R	W	W	R
Bartlett (R)	W	NV	NV	R	W	W	W	R	W	W	R
OREGON											
Hatfield (R)	R	R	R	R	W	R	NV	R	R	R	R
Packwood (R)	R	R	R	NV	R	R	R	W	W	R	W
PENNSYLVANIA											
Schweiker (R)	W	R	R	R	W	W	R	W	R	W	W
Heinz (R)	R	R	R	R	R	R	R	W	R	R	W
RHODE ISLAND											
Pell (D)	R	R	R	R	R	W	R	R	R	R	W
Chafee (R)	R	R	R	NV	W	W	NV	R	R	R	W
SOUTH CAROLINA											
Thurmond (R)	W	W	W	R	W	R	R	R	R	R	R
Hollings (D)	W	R	R	NV	W	R	R	R	R	R	R
SOUTH DAKOTA											
McGovern (D)	R	R	R	R	R	NV	NV	R	R	R	R
Abourezk (D)	NV	R	NV	R	R	NV	W	R	NV	R	NV
TENNESSEE											
Baker (R)	R	R	R	R	W	W	R	R	R	R	R
Sasser (D)	R	R	R	R	R	R	R	R	R	R	R
TEXAS											
Tower (R)	W	W	R	W	W	W	W	W	W	W	R
Bentsen (D)	W	W	W	R	R	W	R	R	R	R	R
UTAH											
Garn (R)	W	W	W	NV	W	W	W	W	W	W	R
Hatch (R)	W	W	W	R	W	W	W	W	W	W	R
VERMONT											
Leahy (D)	R	W	R	R	R	W	R	R	R	R	R
Stafford (R)	R	R	R	R	R	W	R	R	R	R	R
VIRGINIA											
Byrd (I)	W	W	W	R	W	R	R	R	W	W	R
Scott (R)	NV	W	W	W	W	R	R	R	W	W	NV
WASHINGTON											
Magnuson (D)	R	R	W	R	R	R	NV	W	R	R	R
Jackson (D)	R	R	W	R	R	R	R	W	R	R	R
WEST VIRGINIA											
Randolph (D)	R	W	NV	R	R	W	R	R	R	R	R
Byrd (D)	R	W	R	R	R	R	R	R	R	R	R
WISCONSIN											
Proxmire (D)	W	W	W	R	R	R	R	W	W	R	R
Nelson (D)	R	R	W	R	R	W	R	W	R	R	R
WYOMING											
Hansen (R)	W	W	W	R	W	W	R	W	W	W	R
Wallop (R)	W	W	R	W	W	W	W	W	R	W	W

* Issue prior to election

R = Right according to NEA Position
W = Wrong according to NEA Position
NV = Not voting

1. *First Concurrent Resolution on the Budget, FY 1978* (S Con Res 19). Motion to adopt resolution on budget targets (including $11.2 billion for education). Roll Call No. 137, May 4, 1977. Passed, 56-31. NEA supported.

2. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Proxmire amendment to cut funding to President's budget (including $9.1 billion for education). Roll Call No. 246, June 28, 1977. Defeated, 32-62. NEA opposed.

3. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Magnuson amendment to cut $100 million from ESEA Title I. Roll Call No. 247, June 28, 1977. Defeated, 41-50. NEA opposed.

4. *Pregnancy Disability Amendment to Civil Rights Act of 1964* (S 995). Motion to pass the bill. Roll Call No. 385, September 16, 1977. Passed, 75-11. NEA supported.

5. *Minimum Wage* (HR 3744). Motion to pass Domenici amendment to permit employers to hire workers under age 20 at 85 percent of the minimum wage. Roll Call No. 544, October 7, 1977. Defeated, 44-49. NEA opposed.

6. *Mandatory Retirement Age* (HR 5383). Motion to adopt Cranston amendment to delete language in the bill to exempt university teachers from protection against mandatory retirement before age 70. Roll Call No. 566, October 19, 1977. Defeated, 45-48. NEA supported.

7. *Social Security Financing* (HR 9346). Motion to adopt conference report on the bill. Roll Call No. 636, December 15, 1977. Passed, 56-21. NEA supported.

8. *Tuition Tax Credits* (HR 12050). Motion to adopt Hollings amendment to delete elementary and secondary tax credits from House-passed bill. Roll Call No. 318, August 15, 1978. Passed, 56-41. NEA supported.

9. *Student Financial Aid* (S 2539). Motion to pass bill to expand existing programs of aid to college students. Roll Call No. 324, August 16, 1978. Passed, 68-28. NEA supported.

10. *D.C. Voting Representation* (H J Res 554). Motion to pass resolution proposing an amendment to the Constitution to provide for voting representation for the District of Columbia in both houses of Congress. Roll Call No. 350, August 22, 1978. Passed, 67-32. NEA supported.

11. *Education Amendments of 1978* (S 1753). Motion to adopt Hollings amendment to delete provisions allowing direct federal assistance to private and parochial elementary and secondary schools. Roll Call No. 356, August 23, 1978. Passed, 60-30. NEA supported.

NOTE: This voting record reflects actions taken prior to the 1978 Labor Day recess. Votes on several other critical issues are expected prior to the end of the current session. Records of these additional votes on NEA issues will be transmitted to state and local associations and these votes will certainly be covered by the national news media.

Legislative Report Card

95th Congress 1977-78

HOUSE OF REPRESENTATIVES

R = Right according to NEA position
W = Wrong according to NEA position
NV = Not voting

1. *Public Works Employment* (HR 11). Motion to pass bill providing funds for schools and other public buildings. Roll Call No. 30, February 24, 1977. Passed, 295-85. NEA supported.

2. *First Concurrent Resolution on the Budget, FY 1978* (H Con Res 214). Motion to adopt resolution on budget targets (including $11.2 billion for education). Roll Call No. 204, May 5, 1977. Passed, 213-179. NEA supported.

3. *School Lunch and Child Nutrition* (HR 1139). Motion to adopt Quie amendment to limit the number of children served in the summer food program. Roll Call No. 256, May 18, 1977. Defeated, 192-216. NEA opposed.

4. *Labor-HEW Appropriation, Fiscal 1978* (HR 7555). Motion to adopt Michel amendment to cut $448 million for education from the Appropriations Committee bill. Roll Call No. 349, June 16, 1977. Defeated, 72-334. NEA opposed.

5. *Minimum Wage* (HR 3744). Motion to adopt Cornell amendment to permit employers to hire workers under age 19 at 85 percent of the minimum wage. Roll Call No. 551, September 15, 1977. Defeated, 210-211. NEA opposed.

6. *Labor Law Revision* (HR 8410). Motion to pass the bill strengthening NLRB capabilities in labor disputes. Roll Call No. 639, October 6, 1977. Passed, 257-163. NEA supported.

7. *Social Security Financing* (HR 9346). Motion to adopt Fisher amendment to delete language to require Social Security coverage for federal, state, and local public employees. Roll Call No. 697, October 26, 1977. Passed, 386-38. NEA supported.

8. *Social Security Financing* (HR 9346). Motion to adopt conference report on the bill. Roll Call No. 782, December 15, 1977. Passed 189-163. NEA supported.

9. *Tuition Tax Credits* (HR 12050). Motion to adopt Vanik amendment to add elementary and secondary tuition tax credits to Ways and Means Committee bill. Roll Call No. 393, June 1, 1978. Passed, 209-194. NEA opposed.

10. *ERA Deadline Extension* (H J Res 638). Motion to pass resolution to provide an additional 39 months, until June 1982, for states to ratify the Equal Rights Amendment. Roll Call No. 705, August 15, 1978. Passed, 233-189. NEA supported.

11. *Second Budget Resolution, FY 1979* (H Con Res 683). Motion to adopt Holt amendment to limit total FY 1979 federal budget authority (appropriations, including education) to $539 billion, $22.2 billion below limit approved by the House Budget Committee. Roll Call No. 707, August 16, 1978. Defeated, 201-206. NEA opposed.

	1	2	3	4	5	6	7	8	9	10	11
ALABAMA											
1 Edwards (R)	R	W	W	R	W	W	R	W	W	W	W
2 Dickinson (R)	R	W	W	W	W	W	R	NV	R	W	W
3 Nichols (D)	R	W	W	R	W	W	R	W	R	W	W
4 Bevill (D)	R	R	W	R	R	W	R	W	R	W	R
5 Flippo (D)	R	R	NV	NV	W	R	R	W	R	W	R
6 Buchanan (R)	R	W	W	R	R	W	R	W	R	R	W
7 Flowers (D)	R	R	W	R	W	W	R	R	R	W	NV
ALASKA											
AL Young (R)	R	W	W	R	R	R	R	W	NV	NV	NV
ARIZONA											
1 Rhodes (R)	W	W	W	W	W	W	W	W	R	W	W
2 Udall (D)	R	R	R	R	R	R	R	NV	R	R	R
3 Stump (D)	W	W	W	W	W	W	R	W	R	W	W
4 Rudd (R)	W	NV	W	W	W	W	R	W	NV	W	W
ARKANSAS											
1 Alexander (D)	R	R	R	R	W	R	R	R	NV	W	R
2 Tucker (D)	R	R	R	R	R	R	W	R	R	W	R
3 Hammerschmidt (R)	R	W	W	R	W	W	R	W	R	W	W
4 Thornton (D)	R	R	R	R	R	R	R	W	NV	R	R
CALIFORNIA											
1 Johnson (D)	R	R	R	R	NV	NV	R	R	W	W	R
2 Clausen (R)	R	NV	W	NV	W	W	R	W	W	R	W
3 Moss (D)	R	NV	R	R	R	R	R	NV	R	R	R
4 Leggett (D)	NV	R	R	R	R	R	R	R	R	R	R
5 Burton, J. (D)	R	NV	R	R	R	R	R	W	NV	R	R
6 Burton, P. (D)	R	NV	R	R	R	R	R	NV	R	R	R
7 Miller (D)	R	R	R	R	R	R	R	R	R	R	NV
8 Dellums (D)	R	W	R	R	R	R	R	R	R	R	NV
9 Stark (D)	R	R	NV	NV	R	R	W	R	R	R	R
10 Edwards (D)	R	R	R	R	R	R	R	R	R	R	R
11 Ryan (D)	W	NV	R	R	W	R	R	NV	NV	R	R
12 McCloskey (R)	R	R	W	R	W	R	R	NV	R	R	W
13 Mineta (D)	R	R	R	R	R	R	R	R	R	R	R
14 McFall (D)	R	R	R	R	R	R	R	R	R	R	R
15 Sisk (D)	R	R	R	R	R	NV	R	NV	R	NV	NV
16 Panetta (D)	R	R	R	R	R	R	R	NV	R	R	W
17 Krebs (D)	R	R	R	R	R	R	R	NV	R	R	W
18 Vacancy											
19 Lagomarsino (R)	W	W	W	R	W	W	R	W	W	W	W
20 Goldwater (R)	W	W	W	W	W	W	R	W	W	W	W
21 Corman (D)	NV	NV	R	R	R	R	W	R	R	R	R
22 Moorhead (R)	W	W	W	W	W	W	R	W	W	W	W
23 Beilenson (D)	R	R	R	R	R	R	R	NV	R	R	R
24 Waxman (D)	R	R	NV	NV	R	R	R	R	R	R	R
25 Roybal (D)	R	R	R	R	R	R	R	R	R	R	R
26 Rousselot (R)	W	NV	W	W	W	W	R	W	W	W	W
27 Dornan (R)	NV	W	W	W	W	W	R	W	W	W	W
28 Burke (D)	NV	R	R	R	R	R	R	NV	R	R	NV
29 Hawkins (D)	NV	NV	R	R	R	R	R	R	R	R	R
30 Danielson (D)	R	R	R	R	R	R	R	R	R	R	R
31 C. Wilson (D)	R	W	W	R	R	R	R	W	R	R	NV
32 Anderson (D)	R	R	R	R	R	R	R	R	R	R	R
33 Clawson (R)	W	W	NV	W	W	W	NV	W	W	W	W

	1	2	3	4
34 Hannaford (D)	R	NV	R	N
35 Lloyd (D)	R	R	R	R
36 Brown (D)	NV	R	R	R
37 Pettis (R)	NV	W	W	R
38 Patterson (D)	R	R	R	R
39 Wiggins (R)	NV	NV	W	N
40 Badham (R)	W	W	NV	W
41 R. Wilson (R)	R	W	W	R
42 Van Deerlin (D)	R	R	R	R
43 Burgener (R)	W	NV	W	W
COLORADO				
1 Schroeder (D)	R	W	R	R
2 Wirth (D)	R	R	R	R
3 Evans (D)	R	R	W	W
4 Johnson (R)	R	W	NV	N
5 Armstrong (R)	W	W	W	W
CONNECTICUT				
1 Cotter (D)	NV	R	R	R
2 Dodd (D)	R	R	R	R
3 Giaimo (D)	R	R	R	R
4 McKinney (R)	R	W	R	N
5 Sarasin (R)	R	NV	W	R
6 Moffett (D)	R	R	NV	R
DELAWARE				
AL Evans (R)	R	W	W	W
FLORIDA				
1 Sikes (D)	NV	R	W	R
2 Fuqua (D)	NV	NV	W	R
3 Bennett (D)	R	W	W	W
4 Chappell (D)	R	W	W	R
5 Kelly (R)	W	W	W	R
6 Young (R)	W	NV	W	R
7 Gibbons (D)	W	W	R	R
8 Ireland (D)	R	W	W	N
9 Frey (R)	W	W	W	R
10 Bafalis (R)	W	W	W	R
11 Rogers (D)	R	R	W	R
12 Burke (R)	R	W	W	R
13 Lehman (D)	R	R	R	R
14 Pepper (D)	R	R	R	R
15 Fascell (D)	R	R	R	R
GEORGIA				
1 Ginn (D)	R	R	R	R
2 Mathis (D)	NV	W	W	W
3 Brinkley (D)	R	W	R	R
4 Levitas (D)	R	W	R	R
5 Fowler (D)	*	R	R	R
6 Flynt (D)	R	W	W	W
7 McDonald (D)	W	W	W	W
8 Evans (D)	R	R	R	R
9 Jenkins (D)	R	R	W	R
10 Barnard (D)	R	R	R	R
HAWAII				
1 Heftel (D)	R	R	R	R
2 Akaka (D)	R	R	R	R
IDAHO				
1 Symms (R)	NV	W	W	W
2 Hansen (R)	W	W	NV	W
ILLINOIS				
1 Metcalfe (D)	R	NV	R	R
2 Murphy (D)	R	R	R	R
3 Russo (D)	R	W	R	R
4 Derwinski (R)	NV	W	W	W
5 Fary (D)	R	R	R	R
6 Hyde (R)	R	W	W	R
7 Collins (D)	R	R	R	R
8 Rostenkowski (D)	R	R	R	R
9 Yates (D)	R	R	R	R
10 Mikva (D)	NV	R	R	R
11 Annunzio (D)	R	R	R	R
12 Crane (R)	W	W	W	W
13 McClory (R)	NV	W	W	R
14 Erlenborn (R)	W	W	W	W
15 Corcoran (R)	W	W	W	W
16 Anderson (R)	R	W	W	R
17 O'Brien (R)	R	W	W	W
18 Michel (R)	NV	NV	NV	W
19 Railsback (R)	NV	W	NV	R
20 Findley (R)	R	W	W	W
21 Madigan (R)	R	W	W	R
22 Shipley (D)	R	R	R	R
23 Price (D)	R	NV	NV	R
24 Simon (D)	R	R	R	R
INDIANA				
1 Benjamin (D)	R	W	R	R
2 Fithian (D)	R	W	W	R
3 Brademas (D)	R	R	R	R
4 Quayle (R)	W	W	W	W
5 Hillis (R)	W	NV	W	R
6 Evans (D)	R	W	W	R
7 Myers (R)	W	W	W	R
8 Cornwell (D)	NV	R	R	R
9 Hamilton (D)	R	W	W	R
10 Sharp (D)	R	W	W	R
11 Jacobs (D)	W	W	W	R
IOWA				
1 Leach (R)	W	W	W	R
2 Blouin (D)	R	R	R	R
3 Grassley (R)	W	W	W	R
4 Smith (D)	NV	R	W	R
5 Harkin (D)	R	W	R	R
6 Bedell (D)	R	R	R	R
KANSAS				
1 Sebelius (R)	W	W	W	NV
2 Keys (D)	R	W	W	R
3 Winn (R)	W	W	W	R
4 Glickman (D)	R	W	R	R
5 Skubitz (R)	W	W	W	W

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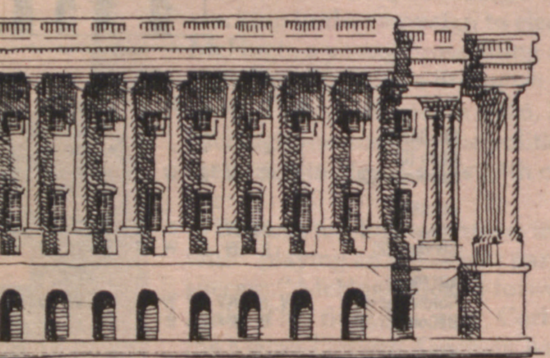


E OF REPRESENTATIVES

	1	2	3	4	5	6	7	8	9	10	11
ALABAMA											
1 Edwards (R)	R	W	W	R	W	W	R	W	W	W	W
2 Dickinson (R)	R	W	W	W	W	W	R	NV	R	W	W
3 Nichols (D)	R	W	W	R	W	W	R	W	R	W	W
4 Bevill (D)	R	R	W	R	R	W	R	W	R	W	R
5 Flippo (D)	R	R	NV	NV	W	R	R	W	R	W	R
6 Buchanan (R)	R	W	W	R	R	W	R	W	R	R	W
7 Flowers (D)	R	R	W	R	W	W	R	R	R	W	NV
ALASKA											
AL Young (R)	R	W	W	R	R	R	R	W	NV	NV	NV
ARIZONA											
1 Rhodes (R)	W	W	W	W	W	W	W	W	R	W	W
2 Udall (D)	R	R	R	R	R	R	R	NV	R	R	R
3 Stump (D)	W	W	W	W	W	W	R	W	R	W	W
4 Rudd (R)	W	NV	W	W	W	W	R	W	NV	W	W
ARKANSAS											
1 Alexander (D)	R	R	R	R	W	R	R	R	NV	W	R
2 Tucker (D)	R	R	R	R	R	R	W	R	R	W	R
3 Hammer-schmidt (R)	R	W	W	R	W	W	R	W	R	W	W
4 Thornton (D)	R	R	R	R	R	R	R	W	NV	R	R
CALIFORNIA											
1 Johnson (D)	R	R	R	R	NV	NV	R	R	W	W	R
2 Clausen (R)	R	NV	W	NV	W	W	R	W	W	R	W
3 Moss (D)	R	NV	R	R	R	R	R	NV	R	R	R
4 Leggett (D)	NV	R	R	R	R	R	R	R	R	R	R
5 Burton, J. (D)	R	NV	R	R	R	R	R	W	NV	R	R
6 Burton, P. (D)	R	NV	R	R	R	R	R	NV	R	R	R
7 Miller (D)	R	R	R	R	R	R	R	R	R	R	NV
8 Dellums (D)	R	W	R	R	R	R	R	R	R	R	NV
9 Stark (D)	R	R	NV	NV	R	R	W	R	R	R	R
10 Edwards (D)	R	R	R	R	R	R	R	R	R	R	R
11 Ryan (D)	W	NV	R	R	W	R	R	NV	NV	R	R
12 McCloskey (R)	R	R	W	R	W	R	R	NV	R	R	W
13 Mineta (D)	R	R	R	R	R	R	R	R	R	R	R
14 McFall (D)	R	R	R	R	R	R	R	R	R	R	R
15 Sisk (D)	R	R	R	R	R	NV	R	NV	R	NV	NV
16 Panetta (D)	R	R	R	R	R	R	R	NV	R	R	W
17 Krebs (D)	R	R	R	R	R	R	R	NV	R	R	W
18 Vacancy											
19 Lagomarsino (R)	W	W	W	R	W	W	R	W	W	W	W
20 Goldwater (R)	W	W	W	W	W	W	R	W	W	W	W
21 Corman (D)	NV	NV	R	R	R	R	W	R	R	R	R
22 Moorhead (R)	W	W	W	W	W	W	R	W	W	W	W
23 Beilenson (D)	R	R	R	R	R	R	R	NV	R	R	R
24 Waxman (D)	R	R	NV	NV	R	R	R	R	R	R	R
25 Roybal (D)	R	R	R	R	R	R	R	R	R	R	R
26 Rousselot (R)	W	NV	W	W	W	W	R	W	W	W	W
27 Dornan (R)	NV	W	W	W	W	W	R	W	W	W	W
28 Burke (D)	NV	R	R	R	R	R	R	NV	R	R	NV
29 Hawkins (D)	NV	NV	R	R	R	R	R	R	R	R	R
30 Danielson (D)	R	R	R	R	R	R	R	R	R	R	R
31 C. Wilson (D)	R	W	W	R	R	R	R	W	R	R	NV
32 Anderson (D)	R	R	R	R	R	R	R	R	R	R	R
33 Clawson (R)	W	W	NV	W	W	W	NV	W	W	W	W

	1	2	3	4	5	6	7	8	9	10	11
34 Hannaford (D)	R	NV	R	NV	R	R	R	R	R	R	R
35 Lloyd (D)	R	R	R	R	R	R	R	R	R	R	R
36 Brown (D)	NV	R	R	R	R	R	R	R	W	R	R
37 Pettis (R)	NV	W	W	R	W	W	R	NV	W	R	W
38 Patterson (D)	R	R	R	R	R	R	R	R	R	R	R
39 Wiggins (R)	NV	NV	W	NV	W	W	R	NV	R	W	W
40 Badham (R)	W	W	NV	W	W	W	W	W	R	W	W
41 R. Wilson (R)	R	W	W	R	W	R	R	NV	W	R	W
42 Van Deerlin (D)	R	R	R	R	W	R	R	NV	W	W	R
43 Burgener (R)	W	NV	W	W	W	W	R	W	W	W	W
COLORADO											
1 Schroeder (D)	R	W	R	R	R	R	R	W	R	R	R
2 Wirth (D)	R	R	R	R	W	R	R	W	R	R	R
3 Evans (D)	R	R	W	W	NV	R	R	R	R	R	R
4 Johnson (R)	R	W	NV	NV	W	W	R	W	R	R	W
5 Armstrong (R)	W	W	W	W	W	W	R	NV	W	W	W
CONNECTICUT											
1 Cotter (D)	NV	R	R	R	R	NV	R	R	W	R	R
2 Dodd (D)	R	R	R	R	R	R	R	R	R	R	R
3 Giaimo (D)	R	R	R	R	R	R	R	R	W	R	R
4 McKinney (R)	R	W	R	NV	R	R	R	W	R	R	W
5 Sarasin (R)	R	NV	W	R	W	R	R	W	W	R	W
6 Moffett (D)	R	R	NV	R	R	R	R	R	R	R	R
DELAWARE											
AL Evans (R)	R	W	W	W	W	W	R	W	W	W	W
FLORIDA											
1 Sikes (D)	NV	R	W	R	W	W	R	W	R	W	R
2 Fuqua (D)	NV	NV	W	R	R	W	R	NV	R	W	W
3 Bennett (D)	R	W	W	W	R	R	R	W	R	W	W
4 Chappell (D)	R	W	W	R	W	W	R	NV	W	W	R
5 Kelly (R)	W	W	W	R	W	W	R	W	W	W	W
6 Young (R)	W	NV	W	R	W	W	R	R	W	W	W
7 Gibbons (D)	W	W	R	R	W	R	W	W	NV	W	W
8 Ireland (D)	R	W	W	NV	W	W	R	W	R	W	W
9 Frey (R)	W	W	W	R	W	W	R	W	W	W	NV
10 Bafalis (R)	W	W	W	R	W	W	W	W	W	W	W
11 Rogers (D)	R	R	W	R	W	W	R	R	W	R	R
12 Burke (R)	R	W	W	R	W	W	R	NV	W	W	W
13 Lehman (D)	R	R	R	R	R	R	R	W	R	R	R
14 Pepper (D)	R	R	R	R	R	R	R	R	R	R	R
15 Fascell (D)	R	R	R	R	R	R	R	R	R	R	R
GEORGIA											
1 Ginn (D)	R	R	R	R	R	W	R	NV	R	W	R
2 Mathis (D)	NV	W	W	W	W	W	R	NV	W	W	W
3 Brinkley (D)	R	W	R	R	W	W	R	W	R	W	W
4 Levitas (D)	R	W	R	R	R	W	R	R	W	R	W
5 Fowler (D)	*	R	R	R	R	W	R	R	W	R	R
6 Flynt (D)	R	W	W	W	W	W	R	W	W	W	NV
7 McDonald (D)	W	W	W	W	W	W	R	W	W	W	NV
8 Evans (D)	R	R	R	R	W	W	R	W	W	W	W
9 Jenkins (D)	R	R	W	R	W	W	R	R	R	W	W
10 Barnard (D)	R	R	R	R	W	W	R	R	W	W	W
HAWAII											
1 Heftel (D)	R	R	R	R	R	R	R	R	W	R	R
2 Akaka (D)	R	R	R	R	R	R	R	R	R	R	R
IDAHO											
1 Symms (R)	NV	W	W	W	W	W	R	NV	W	W	W
2 Hansen (R)	W	W	NV	W	W	W	R	W	W	W	W
ILLINOIS											
1 Metcalfe (D)	R	NV	R	R	R	R	R	NV	R	R	R
2 Murphy (D)	R	R	R	R	R	R	R	R	W	R	R
3 Russo (D)	R	W	R	R	R	R	R	R	W	R	R
4 Derwinski (R)	NV	W	W	W	W	W	R	W	W	W	W
5 Fary (D)	R	R	R	R	R	R	R	NV	W	R	R
6 Hyde (R)	R	W	W	R	W	W	P	W	W	W	W
7 Collins (D)	R	R	R	R	R	R	R	R	R	R	R
8 Rosten-kowski (D)	R	R	R	R	R	R	R	R	W	R	R
9 Yates (D)	R	R	R	R	R	R	R	NV	R	R	R
10 Mikva (D)	NV	R	R	R	R	R	W	R	R	R	R
11 Annunzio (D)	R	R	R	R	R	R	R	R	W	R	R
12 Crane (R)	W	W	W	W	W	W	R	W	NV	W	NV
13 McClory (R)	NV	W	W	R	W	W	R	W	R	W	W
14 Erlenborn (R)	W	W	W	W	W	W	R	W	W	W	W
15 Corcoran (R)	W	W	W	W	W	W	R	W	W	W	W
16 Anderson (R)	R	W	W	R	W	W	R	W	R	R	W
17 O'Brien (R)	R	W	W	W	W	W	R	W	W	W	W
18 Michel (R)	NV	NV	NV	W	W	W	R	W	W	W	W
19 Railsback (R)	NV	W	NV	R	W	R	R	W	W	W	W
20 Findley (R)	R	W	W	W	W	W	R	W	R	R	W
21 Madigan (R)	R	W	W	R	W	W	R	W	R	W	W
22 Shipley (D)	R	R	R	R	R	R	R	NV	NV	NV	NV
23 Price (D)	R	NV	NV	R	R	R	R	R	W	R	R
24 Simon (D)	R	R	R	R	W	R	W	R	R	R	R
INDIANA											
1 Benjamin (D)	R	W	R	R	R	R	R	R	W	R	R
2 Fithian (D)	R	W	W	R	W	R	R	NV	R	W	R
3 Brademas (D)	R	R	R	R	R	R	R	R	R	R	R
4 Quayle (R)	W	W	W	W	W	W	R	W	W	W	W
5 Hillis (R)	W	NV	W	R	W	R	R	R	W	W	W
6 Evans (D)	R	W	W	R	W	R	R	W	R	R	W
7 Myers (R)	W	W	W	R	W	W	R	W	W	W	W
8 Cornwell (D)	NV	R	R	R	R	R	R	R	R	R	W
9 Hamilton (D)	R	W	W	R	W	R	R	R	R	W	R
10 Sharp (D)	R	W	W	R	W	R	R	R	R	R	R
11 Jacobs (D)	W	W	W	R	W	R	R	W	R	R	W
IOWA											
1 Leach (R)	W	W	W	R	W	W	R	W	W	R	W
2 Blouin (D)	R	R	R	R	R	R	R	R	W	R	R
3 Grassley (R)	W	W	W	R	W	W	R	W	W	W	W
4 Smith (D)	NV	R	W	R	NV	R	R	NV	W	R	R
5 Harkin (D)	R	W	R	R	R	R	R	NV	W	R	R
6 Bedell (D)	R	R	R	R	R	R	R	NV	R	R	R
KANSAS											
1 Sebelius (R)	W	W	W	NV	W	W	R	W	NV	W	W
2 Keys (D)	R	W	W	R	W	R	W	R	R	R	R
3 Winn (R)	W	W	W	R	W	W	R	NV	W	W	W
4 Glickman (D)	R	W	R	R	R	R	R	R	R	R	W
5 Skubitz (R)	W	W	W	W	W	W	R	R	R	W	NV

	1	2	3	4	5	6	7	8	9	10	11
KENTUCKY											
1 Hubbard (D)	R	R	R	R	R	R	R	R	NV	W	R
2 Natcher (D)	R	R	R	R	R	R	R	R	W	R	R
3 Mazzoli (D)	R	R	W	R	R	R	R	R	W	W	W
4 Snyder (R)	R	W	W	W	W	W	R	W	W	W	W
5 Carter (R)	NV	W	W	R	W	W	R	R	W	R	W
6 Breckin-ridge (D)	NV	W	R	R	W	R	R	R	R	W	W
7 Perkins (D)	R	R	R	R	R	R	NV	R	R	R	R
LOUISIANA											
1 Livingston (R)	*	*	*	*	W	W	R	W	W	W	W
2 Boggs (D)	R	R	R	R	R	R	R	R	W	R	R
3 Treen (R)	W	W	W	W	NV	W	R	W	W	W	W
4 Waggoner (D)	NV	R	W	R	W	W	R	R	NV	W	W
5 Huckaby (D)	R	R	W	R	W	W	R	W	R	W	NV
6 Moore (R)	R	W	W	W	W	W	R	W	W	W	W
7 Breaux (D)	R	R	W	NV	W	R	R	NV	W	W	W
8 Long (D)	R	R	R	R	R	R	R	NV	W	R	R
MAINE											
1 Emery (R)	R	W	W	R	W	R	R	R	W	R	W
2 Cohen (R)	R	R	W	R	NV	R	R	W	W	R	W
MARYLAND											
1 Bauman (R)	W	W	W	W	W	W	R	W	W	W	W
2 Long (D)	R	R	W	R	W	R	R	NV	R	NV	R
3 Mikulski (D)	R	R	R	R	R	R	R	W	W	R	R
4 Holt (R)	W	W	W	R	W	W	R	W	W	R	W
5 Spellman (D)	R	R	R	R	R	R	R	R	R	R	R
6 Byron (D)	R	W	W	R	R	W	R	W	R	R	W
7 Mitchell (D)	R	R	R	R	R	R	R	R	R	R	R
8 Steers (R)	R	R	NV	NV	R	R	R	R	W	R	W
MASSACHUSETTS											
1 Conte (R)	R	R	W	R	W	R	R	W	W	R	W
2 Boland (D)	R	R	R	R	R	R	R	R	W	R	R
3 Early (D)	R	NV	R	R	R	R	R	R	W	R	W
4 Drinan (D)	R	W	R	R	R	R	R	R	R	R	R
5 Tsongas (D)	R	R	R	R	R	R	R	NV	R	R	R
6 Harrington (D)	R	W	R	R	R	R	R	R	W	R	R
7 Markey (D)	R	R	R	R	R	R	R	R	W	R	R
8 O'Neill (D)	**	**	**	**	R	**	**	**	**	**	**
9 Moakley (D)	R	R	R	R	R	NV	R	R	W	R	R
10 Heckler (R)	R	W	NV	R	W	R	R	R	W	R	W
11 Burke (D)	R	R	R	NV	R	R	R	R	W	R	R
12 Studds (D)	R	R	R	R	R	R	R	W	R	R	R
MICHIGAN											
1 Conyers (D)	R	W	R	R	R	R	NV	NV	NV	R	NV
2 Pursell (R)	R	W	W	R	W	R	R	NV	R	R	W
3 Brown (R)	W	W	W	R	W	W	R	W	W	W	W
4 Stockman (R)	W	W	W	W	W	W	NV	W	W	R	W
5 Sawyer (R)	NV	NV	W	R	W	W	R	W	W	R	W
6 Carr (D)	R	W	R	R	R	R	W	W	R	R	W
7 Kildee (D)	R	R	R	R	R	R	R	R	W	R	R
8 Traxler (D)	R	R	R	R	R	R	R	NV	W	R	W
9 Vander Jagt (R)	W	W	R	R	W	NV	R	W	W	R	W
10 Cederberg (R)	W	W	W	W	W	NV	R	NV	R	W	W
11 Ruppe (R)	W	W	W	R	W	R	R	NV	W	R	W
12 Bonior (D)	R	W	R	R	R	R	W	R	R	R	R
13 Diggs (D)	R	R	R	NV	R	R	R	R	NV	R	R
14 Nedzi (D)	R	R	R	R	R	R	R	R	W	W	R
15 Ford (D)	R	R	R	R	R	R	W	R	R	R	R
16 Dingell (D)	R	R	R	R	R	R	R	R	R	W	R
17 Brodhead (D)	R	W	R	R	R	R	W	R	R	R	R
18 Blanchard (D)	R	R	R	R	R	R	R	R	R	R	R
19 Broomfield (R)	R	W	W	R	W	W	R	W	W	R	W
MINNESOTA											
1 Quie (R)	W	W	W	R	W	R	R	NV	W	W	W
2 Hagedorn (R)	W	W	W	W	W	W	W	W	NV	W	W
3 Frenzel (R)	W	W	W	W	W	R	W	W	W	R	W
4 Vento (D)	R	R	R	R	R	R	R	R	W	R	R
5 Fraser (D)	NV	R	R	R	R	R	NV	R	R	R	R
6 Nolan (D)	R	R	R	R	R	R	R	R	R	R	R
7 Stangeland (R)	*	W	W	R	W	W	R	W	W	W	W
8 Oberstar (D)	R	R	R	R	R	R	R	R	R	R	R
MISSISSIPPI											
1 Whitten (D)	R	R	W	R	W	W	R	W	W	W	R
2 Bowen (D)	R	R	W	R	W	W	R	W	R	W	W
3 Montgomery (D)	W	R	W	W	W	W	R	W	W	W	W
4 Cochran (R)	W	W	W	R	W	W	R	W	NV	W	W
5 Lott (R)	W	W	W	R	W	NV	R	W	R	W	W
MISSOURI											
1 Clay (D)	NV	R	R	R	R	R	R	R	R	R	R
2 Young (D)	R	W	R	R	R	R	R	R	W	W	R
3 Gephardt (D)	R	R	R	R	R	R	W	R	W	W	R
4 Skelton (D)	R	R	W	R	R	R	R	W	R	W	R
5 Bolling (D)	R	R	R	R	NV	R	R	NV	R	R	R
6 Coleman (R)	R	W	W	R	W	W	R	W	W	W	W
7 Taylor (R)	W	W	W	W	W	W	R	W	R	W	W
8 Ichord (D)	W	W	W	W	W	W	R	NV	R	W	W
9 Volkmer (D)	R	R	R	R	R	R	R	W	W	W	R
10 Burlison (D)	R	R	R	R	R	W	R	NV	R	W	R
MONTANA											
1 Baucus (D)	R	R	R	R	W	R	R	NV	NV	R	R
2 Marlenee (R)	W	W	W	R	W	NV	R	NV	R	W	W
NEBRASKA											
1 Thone (R)	W	W	W	R	W	W	R	W	W	W	W
2 Cavanaugh (D)	W	W	R	R	R	R	R	NV	W	R	W
3 Smith (R)	W	W	W	R	W	W	R	W	W	R	W
NEVADA											
AL Santini (D)	NV	W	R	R	W	W	R	NV	W	W	W
NEW HAMPSHIRE											
1 D'Amours (D)	R	R	R	R	W	R	W	R	W	R	R
2 Cleveland (R)	W	W	W	NV	W	R	W	W	W	W	W
NEW JERSEY											
1 Florio (D)	R	NV	NV	R	R	R	R	R	W	R	R
2 Hughes (D)	R	W	R	R	R	R	R	R	W	R	R
3 Howard (D)	R	R	R	R	R	R	R	R	NV	R	R

** The Speaker does not normally vote on bills unless there is a tie.

	1	2	3	4	5
4 Thompson (D)	R	R	R	R	R
5 Fenwick (R)	R	W	R	W	W
6 Forsythe (R)	W	NV	NV	R	W
7 Maguire (D)	R	R	R	R	R
8 Roe (D)	R	NV	NV	NV	N
9 Hollenbeck (R)	R	R	R	R	W
10 Rodino (D)	R	R	R	R	R
11 Minish (D)	R	R	R	R	N
12 Rinaldo (R)	R	R	R	NV	W
13 Meyner (D)	R	R	R	NV	R
14 Le Fante (D)	R	R	R	R	R
15 Patten (D)	R	R	R	R	R
NEW MEXICO					
1 Lujan (R)	R	W	W	R	W
2 Runnels (D)	R	W	W	W	W
NEW YORK					
1 Pike (D)	W	R	W	R	W
2 Downey (D)	R	R	R	R	R
3 Ambro (D)	R	R	R	R	R
4 Lent (R)	W	W	W	R	W
5 Wydler (R)	W	NV	R	R	W
6 Wolff (D)	R	R	R	R	R
7 Addabbo (D)	R	R	R	R	R
8 Rosenthal (D)	R	R	R	R	R
9 Delaney (D)	R	R	R	R	R
10 Biaggi (D)	R	R	R	R	R
11 Scheuer (D)	R	R	R	R	R
12 Chisholm (D)	R	R	R	R	R
13 Solarz (D)	R	R	W	R	R
14 Richmond (D)	R	R	NV	R	R
15 Zeferetti (D)	R	R	R	R	R
16 Holtzman (D)	R	R	R	R	R
17 Murphy (D)	R	R	R	R	R
18 Green (R)	*	*	*	*	*
19 Rangel (D	R	NV	R	R	R
20 Weiss (D)	R	W	R	R	R
21 Garcia (D)	*	*	*	*	*
22 Bingham (D)	R	R	R	R	R
23 Caputo (R)	R	W	R	R	R
24 Ottinger (D)	R	R	R	R	R
25 Fish (R)	R	NV	R	R	R
26 Gilman (R)	R	W	R	R	R
27 McHugh (D)	R	R	R	NV	R
28 Stratton (D)	R	W	W	R	R
29 Pattison (D)	R	R	R	R	R
30 McEwen (R)	W	W	W	R	W
31 Mitchell (R)	R	W	R	R	R
32 Hanley (D)	R	R	R	R	W
33 Walsh (R)	R	W	W	R	R
34 Horton (R)	W	W	R	R	R
35 Conable (R)	W	W	W	W	W
36 LaFalce (D)	W	R	R	R	R
37 Nowak (D)	R	R	R	R	W
38 Kemp (R)	W	W	W	W	W
39 Lundine (D)	NV	W	R	R	W
NORTH CAROLINA					
1 Jones (D)	NV	R	W	R	W
2 Fountain (D)	NV	W	W	R	W
3 Whitley (D)	R	W	W	R	R
4 Andrews (D)	R	R	W	R	R
5 Neal (D)	R	R	W	R	W
6 Preyer (D)	R	R	W	R	R
7 Rose (D)	R	R	R	R	R
8 Hefner (D)	NV	R	W	R	W
9 Martin (R)	W	W	W	W	W
10 Broyhill (R)	NV	W	W	W	W
11 Gudger (D)	R	R	W	R	R
NORTH DAKOTA					
AL Andrews (R)	R	W	W	R	W
OHIO					
1 Gradison (R)	W	W	W	W	W
2 Luken (D)	R	R	W	R	W
3 Whalen (R)	R	R	R	R	R
4 Guyer (R)	R	W	W	R	W
5 Latta (R)	NV	NV	W	R	W
6 Harsha (R)	R	W	W	R	W
7 Brown (R)	NV	W	W	R	W
8 Kindness (R)	W	W	W	R	NV
9 Ashley (D)	R	R	W	R	W
10 Miller (R)	W	W	W	W	W
11 Stanton (R)	NV	W	W	R	W
12 Devine (R)	NV	W	W	W	W
13 Pease (D)	R	R	R	R	W
14 Seiberling (D)	R	R	R	R	R
15 Wylie (R)	W	W	W	R	W
16 Regula (R)	R	W	W	R	W
17 Ashbrook (R)	NV	W	W	W	W
18 Applegate (D)	R	R	R	R	R
19 Carney (D)	R	R	R	R	R
20 Oakar (D)	NV	R	R	R	R
21 Stokes (D)	R	R	NV	R	R
22 Vanik (D)	R	NV	R	R	NV
23 Mottl (D)	NV	W	W	R	R
OKLAHOMA					
1 Jones (D)	R	R	W	R	W
2 Risenhoover (D)	R	R	R	R	R
3 Watkins (D)	R	R	R	R	W
4 Steed (D)	R	R	R	R	R
5 Edwards (R)	W	W	W	R	W
6 English (D)	W	R	W	R	R
OREGON					
1 AuCoin (D)	R	W	W	R	R
2 Ullman (D)	R	R	R	R	W
3 Duncan (D)	R	R	W	R	R
4 Weaver (D)	R	R	R	R	R
PENNSYLVANIA					
1 Myers, M. (D)	R	R	NV	R	R
2 Nix (D)	NV	R	R	R	R
3 Lederer (D)	R	R	R	NV	R
4 Eilberg (D)	R	R	R	NV	R
5 Schulze (R)	R	W	W	R	W

5	6	7	8	9	10	11
R	R	R	R	R	R	R
R	R	R	R	R	R	R
R	R	R	R	W	R	R
W	W	R	NV	W	R	W
R	R	R	R	R	R	R
W	W	R	NV	R	W	W
W	W	W	W	R	W	W
W	R	R	NV	W	R	W
W	R	R	NV	W	W	R
W	W	R	W	W	W	W
R	R	R	W	R	R	R
W	R	R	W	R	R	R
NV	R	R	R	R	R	R
W	W	R	W	R	R	W
W	W	R	NV	W	W	W
R	NV	R	R	W	R	R
R	R	R	R	R	R	R
R	R	R	R	W	R	R
R	R	R	W	R	R	W
W	R	R	W	W	R	W
R	R	R	R	R	R	R
W	W	R	W	W	W	W
W	W	R	W	R	W	R
R	W	R	NV	R	W	W
R	R	R	W	R	W	W
W	W	R	NV	W	W	R
W	W	R	W	W	W	W
W	W	R	R	W	W	W
W	R	W	W	NV	W	W
W	W	R	W	R	W	W
W	W	R	W	W	W	NV
W	W	W	W	W	W	W
W	W	R	R	W	R	R
W	W	R	NV	W	W	W
R	R	R	W	R	R	R
R	R	R	R	R	R	R
R	R	R	R	R	R	R
R	W	R	NV	R	W	R
W	W	R	NV	W	W	W
W	W	R	W	R	W	W
R	W	R	R	W	R	W
R	W	R	R	W	R	R
W	W	R	W	W	W	NV
W	W	R	W	W	W	NV
W	W	R	W	W	W	W
W	W	R	R	R	W	W
W	W	R	R	W	W	W
R	R	R	R	W	R	R
R	R	R	R	R	R	R
W	W	R	NV	W	W	W
W	W	R	W	W	W	W
R	R	R	NV	R	R	R
R	R	R	R	W	R	R
R	R	R	R	W	R	R
W	W	R	W	W	W	W
R	R	R	NV	W	R	R
W	W	R	W	W	W	W
R	R	R	R	R	R	R
R	R	R	R	W	R	R
R	R	R	NV	R	R	R
R	R	W	R	R	R	R
R	R	R	R	W	R	R
W	W	R	W	NV	W	NV
W	W	R	W	R	W	W
W	W	R	W	W	W	W
W	W	R	W	W	W	W
W	W	R	W	R	R	W
W	W	R	W	W	W	W
W	W	R	W	W	W	W
W	R	R	W	W	W	W
W	W	R	W	R	R	W
W	W	R	W	R	W	W
R	R	R	NV	NV	NV	NV
R	R	R	R	W	R	R
W	R	W	R	R	R	R
R	R	R	R	W	R	R
W	R	R	NV	R	W	R
R	R	R	R	R	R	R
W	W	R	W	W	W	W
W	R	R	R	W	W	W
W	R	R	W	R	R	W
W	W	R	W	W	W	W
R	R	R	R	R	R	W
W	R	R	R	R	W	R
W	R	R	R	R	R	R
W	R	R	W	R	R	W
W	W	R	W	W	R	W
R	R	R	R	W	R	R
W	W	R	W	W	W	W
NV	R	R	NV	W	R	R
R	R	R	NV	W	R	R
R	R	R	NV	R	R	R
W	W	R	W	NV	W	W
W	R	W	R	R	R	R
W	W	R	NV	W	W	W
R	R	R	R	R	R	W
W	W	R	R	R	W	NV

	1	2	3	4	5	6	7	8	9	10	11
KENTUCKY											
1 Hubbard (D)	R	R	R	R	R	R	R	R	NV	W	R
2 Natcher (D)	R	R	R	R	R	R	R	R	W	R	R
3 Mazzoli (D)	R	R	W	R	R	R	R	R	W	W	W
4 Snyder (R)	R	W	W	W	W	W	R	W	W	W	W
5 Carter (R)	NV	W	W	R	W	W	R	R	W	R	W
6 Breckin-ridge (D)	NV	W	R	R	W	R	R	R	R	W	W
7 Perkins (D)	R	R	R	R	R	R	NV	R	R	R	R
LOUISIANA											
1 Livingston (R)	*	*	*	*	W	W	R	W	W	W	W
2 Boggs (D)	R	R	R	R	R	R	R	R	W	R	R
3 Treen (R)	W	W	W	W	NV	W	R	W	W	W	W
4 Waggoner (D)	NV	R	W	R	W	W	R	R	NV	W	W
5 Huckaby (D)	R	R	W	R	W	W	R	W	R	W	NV
6 Moore (R)	R	W	W	W	W	W	R	W	W	W	W
7 Breaux (D)	R	R	W	NV	W	R	R	NV	W	W	W
8 Long (D)	R	R	R	R	R	R	R	NV	W	R	R
MAINE											
1 Emery (R)	R	W	W	R	W	R	R	R	W	R	W
2 Cohen (R)	R	R	W	R	NV	R	R	W	W	R	W
MARYLAND											
1 Bauman (R)	W	W	W	W	W	W	R	W	W	W	W
2 Long (D)	R	R	W	R	W	R	R	NV	R	NV	R
3 Mikulski (D)	R	R	R	R	R	R	R	W	W	R	R
4 Holt (R)	W	W	W	R	W	W	R	W	W	R	W
5 Spellman (D)	R	R	R	R	R	R	R	R	R	R	R
6 Byron (D)	R	W	W	R	R	W	R	W	R	R	W
7 Mitchell (D)	R	R	R	R	R	R	R	R	R	R	R
8 Steers (R)	R	R	NV	NV	R	R	R	R	W	R	W
MASSACHUSETTS											
1 Conte (R)	R	R	W	R	W	R	R	W	W	R	W
2 Boland (D)	R	R	R	R	R	R	R	R	W	R	R
3 Early (D)	R	NV	R	R	R	R	R	R	W	R	W
4 Drinan (D)	R	W	R	R	R	R	R	R	R	R	R
5 Tsongas (D)	R	R	R	R	R	R	R	NV	R	R	R
6 Harrington (D)	R	W	R	R	R	R	R	R	W	R	R
7 Markey (D)	R	R	R	R	R	R	R	R	W	R	R
8 O'Neill (D)	**	**	**	**	R	**	**	**	**	**	**
9 Moakley (D)	R	R	R	R	R	NV	R	R	W	R	R
10 Heckler (R)	R	W	NV	R	W	R	R	R	W	R	W
11 Burke (D)	R	R	R	NV	R	R	R	R	W	R	R
12 Studds (D)	R	R	R	R	R	R	R	W	R	R	R
MICHIGAN											
1 Conyers (D)	R	W	R	R	R	R	NV	NV	NV	R	NV
2 Pursell (R)	R	W	W	R	W	R	R	NV	R	R	W
3 Brown (R)	W	W	W	R	W	W	R	W	W	W	W
4 Stockman (R)	W	W	W	W	W	W	NV	W	W	R	W
5 Sawyer (R)	NV	NV	W	R	W	W	R	W	W	R	W
6 Carr (D)	R	W	R	R	R	R	W	W	R	R	W
7 Kildee (D)	R	R	R	R	R	R	R	R	W	R	R
8 Traxler (D)	R	R	R	R	R	R	R	NV	W	R	W
9 Vander Jagt (R)	W	W	R	R	W	NV	R	W	W	R	W
10 Cederberg (R)	W	W	W	W	W	NV	R	NV	R	W	W
11 Ruppe (R)	W	W	W	R	W	R	R	NV	W	R	W
12 Bonior (D)	R	W	R	R	R	R	W	R	R	R	R
13 Diggs (D)	R	R	R	NV	R	R	R	R	NV	R	R
14 Nedzi (D)	R	R	R	R	R	R	R	R	W	W	R
15 Ford (D)	R	R	R	R	R	R	W	R	R	R	R
16 Dingell (D)	R	R	R	R	R	R	R	R	R	W	R
17 Brodhead (D)	R	W	R	R	R	R	W	R	R	R	R
18 Blanchard (D)	R	R	R	R	R	R	R	R	R	R	R
19 Broomfield (R)	R	W	W	R	W	W	R	W	W	R	W
MINNESOTA											
1 Quie (R)	W	W	W	R	W	R	R	NV	W	W	W
2 Hagedorn (R)	W	W	W	W	W	W	W	W	NV	W	W
3 Frenzel (R)	W	W	W	W	W	R	W	W	W	R	W
4 Vento (D)	R	R	R	R	R	R	R	R	W	R	R
5 Fraser (D)	NV	R	R	R	R	R	NV	R	R	R	R
6 Nolan (D)	R	R	R	R	R	R	R	R	R	R	R
7 Stangeland (R)	*	W	W	R	W	W	R	W	W	W	W
8 Oberstar (D)	R	R	R	R	R	R	R	R	R	R	R
MISSISSIPPI											
1 Whitten (D)	R	R	W	R	W	W	R	W	W	W	R
2 Bowen (D)	R	R	W	R	W	W	R	W	R	W	W
3 Montgomery (D)	W	R	W	W	W	W	R	W	W	W	W
4 Cochran (R)	W	W	W	R	W	W	R	W	NV	W	W
5 Lott (R)	W	W	W	R	W	NV	R	W	R	W	W
MISSOURI											
1 Clay (D)	NV	R	R	R	R	R	R	R	R	R	R
2 Young (D)	R	W	R	R	R	R	R	R	W	W	R
3 Gephardt (D)	R	R	R	R	R	R	W	R	W	W	R
4 Skelton (D)	R	R	W	R	R	R	R	W	R	W	R
5 Bolling (D)	R	R	R	R	NV	R	R	NV	R	R	R
6 Coleman (R)	R	W	W	R	W	W	R	W	W	W	W
7 Taylor (R)	W	W	W	W	W	W	R	W	R	W	W
8 Ichord (D)	W	W	W	W	W	W	R	NV	R	W	W
9 Volkmer (D)	R	R	R	R	R	R	R	W	W	W	R
10 Burlison (D)	R	R	R	R	R	W	R	NV	R	W	R
MONTANA											
1 Baucus (D)	R	R	R	R	W	R	R	NV	NV	R	R
2 Marlenee (R)	W	W	W	R	W	NV	R	NV	R	W	W
NEBRASKA											
1 Thone (R)	W	W	W	R	W	W	R	W	W	W	W
2 Cavanaugh (D)	W	W	R	R	R	R	R	NV	W	R	W
3 Smith (R)	W	W	W	R	W	W	R	W	W	R	W
NEVADA											
AL Santini (D)	NV	W	R	R	W	W	R	NV	W	W	W
NEW HAMPSHIRE											
1 D'Amours (D)	R	R	R	R	W	R	W	R	W	R	R
2 Cleveland (R)	W	W	W	NV	W	R	W	W	W	W	W
NEW JERSEY											
1 Florio (D)	R	NV	NV	R	R	R	R	R	W	R	R
2 Hughes (D)	R	W	R	R	R	R	R	R	W	R	R
3 Howard (D)	R	R	R	R	R	R	R	R	NV	R	R

** The Speaker does not normally vote on bills unless there is a tie.

	1	2	3	4	5	6	7	8	9	10	11
4 Thompson (D)	R	R	R	R	R	R	R	R	R	R	NV
5 Fenwick (R)	R	W	R	W	W	R	R	W	R	R	W
6 Forsythe (R)	W	NV	NV	R	W	W	R	NV	W	R	W
7 Maguire (D)	R	R	R	R	R	R	W	NV	W	R	R
8 Roe (D)	R	NV	NV	NV	NV	R	R	R	W	R	R
9 Hollenbeck (R)	R	R	R	R	W	R	R	R	W	R	W
10 Rodino (D)	R	R	R	R	R	R	R	R	NV	R	R
11 Minish (D)	R	R	R	R	NV	R	R	R	W	R	R
12 Rinaldo (R)	R	R	R	NV	W	R	R	NV	W	R	W
13 Meyner (D)	R	R	R	NV	R	R	R	R	R	R	R
14 Le Fante (D)	R	R	R	R	R	R	R	NV	W	NV	NV
15 Patten (D)	R	R	R	R	R	R	R	R	W	R	R
NEW MEXICO											
1 Lujan (R)	R	W	W	R	W	W	R	NV	NV	W	W
2 Runnels (D)	R	W	W	W	W	W	R	NV	NV	W	W
NEW YORK											
1 Pike (D)	W	R	W	R	W	R	R	NV	R	W	W
2 Downey (D)	R	R	R	R	R	R	R	R	R	R	R
3 Ambro (D)	R	R	R	R	R	R	R	R	W	R	W
4 Lent (R)	W	W	W	R	W	R	R	NV	W	W	W
5 Wydler (R)	W	NV	R	R	W	R	R	W	W	W	W
6 Wolff (D)	R	R	R	R	R	R	R	NV	W	R	R
7 Addabbo (D)	R	R	R	R	R	R	R	R	W	R	R
8 Rosenthal (D)	R	R	R	R	R	R	R	R	R	R	R
9 Delaney (D)	R	R	R	R	R	R	R	R	W	W	R
10 Biaggi (D)	R	R	R	R	R	R	R	R	W	R	R
11 Scheuer (D)	R	R	R	R	R	R	R	R	W	R	R
12 Chisholm (D)	R	R	R	R	R	R	R	R	R	R	R
13 Solarz (D)	R	R	W	R	R	R	R	R	W	R	R
14 Richmond (D)	R	R	NV	R	R	R	R	R	R	R	R
15 Zeferetti (D)	R	R	R	R	R	R	R	R	W	W	R
16 Holtzman (D)	R	R	R	R	R	R	R	R	R	R	R
17 Murphy (D)	R	R	R	R	R	R	R	R	W	R	R
18 Green (R)	*	*	*	*	*	*	*	*	W	R	W
19 Rangel (D	R	NV	R	R	R	R	R	R	R	R	R
20 Weiss (D)	R	W	R	R	R	R	W	R	R	R	R
21 Garcia (D)	*	*	*	*	*	*	*	*	W	R	NV
22 Bingham (D)	R	R	R	R	R	R	R	R	W	R	R
23 Caputo (R)	R	W	R	R	R	R	R	W	W	NV	W
24 Ottinger (D)	R	R	R	R	R	R	R	R	W	R	R
25 Fish (R)	R	NV	R	R	R	R	R	W	W	R	W
26 Gilman (R)	R	W	R	R	R	R	R	R	W	R	W
27 McHugh (D)	R	R	R	NV	R	R	NV	R	R	W	R
28 Stratton (D)	R	W	W	R	R	R	R	R	W	R	R
29 Pattison (D)	R	R	R	R	R	R	R	R	W	R	R
30 McEwen (R)	W	W	W	R	W	R	R	NV	W	W	W
31 Mitchell (R)	R	W	R	R	R	R	R	W	R	W	W
32 Hanley (D)	R	R	R	R	W	R	R	R	W	R	R
33 Walsh (R)	R	W	W	R	R	W	R	W	W	W	W
34 Horton (R)	W	W	R	R	R	R	R	W	W	W	W
35 Conable (R)	W	W	W	W	W	W	W	W	W	R	W
36 LaFalce (D)	W	R	R	R	R	R	R	R	W	W	R
37 Nowak (D)	R	R	R	R	W	R	R	R	W	R	R
38 Kemp (R)	W	W	W	W	W	W	W	W	W	W	W
39 Lundine (D)	NV	W	R	R	W	R	R	NV	R	R	R
NORTH CAROLINA											
1 Jones (D)	NV	R	W	R	W	W	R	R	R	W	W
2 Fountain (D)	NV	W	W	R	W	W	R	W	R	W	W
3 Whitley (D)	R	W	W	R	R	W	R	R	R	W	W
4 Andrews (D)	R	R	W	R	R	W	R	W	R	W	W
5 Neal (D)	R	R	W	R	W	W	R	NV	R	R	W
6 Preyer (D)	R	R	W	R	R	W	R	R	R	R	R
7 Rose (D)	R	R	R	R	R	W	R	W	R	R	R
8 Hefner (D)	NV	R	W	R	W	W	R	NV	R	W	W
9 Martin (R)	W	W	W	W	W	W	W	R	R	W	W
10 Broyhill (R)	NV	W	W	W	W	W	R	R	R	W	W
11 Gudger (D)	R	R	W	R	R	W	R	R	R	R	W
NORTH DAKOTA											
AL Andrews (R)	R	W	W	R	W	W	R	NV	W	W	W
OHIO											
1 Gradison (R)	W	W	W	W	W	R	R	W	W	W	W
2 Luken (D)	R	R	W	R	W	R	R	R	W	W	W
3 Whalen (R)	R	R	R	R	R	NV	NV	NV	R	R	R
4 Guyer (R)	R	W	W	R	W	W	R	W	W	W	W
5 Latta (R)	NV	NV	W	R	W	W	R	W	W	W	W
6 Harsha (R)	R	W	W	R	W	NV	R	NV	W	W	W
7 Brown (R)	NV	W	W	R	W	W	R	W	W	W	W
8 Kindness (R)	W	W	W	R	NV	R	R	W	W	W	W
9 Ashley (D)	R	R	W	R	W	R	NV	R	W	R	R
10 Miller (R)	W	W	W	W	W	W	R	W	W	W	W
11 Stanton (R)	NV	W	W	R	W	W	R	W	W	W	W
12 Devine (R)	NV	W	W	W	W	W	R	W	W	W	W
13 Pease (D)	R	R	R	R	W	R	R	R	W	R	R
14 Seiberling (D)	R	R	R	R	R	R	R	R	W	R	R
15 Wylie (R)	W	W	W	R	W	W	R	W	W	W	W
16 Regula (R)	R	W	W	R	W	W	R	W	W	W	W
17 Ashbrook (R)	NV	W	W	W	W	W	R	W	W	W	W
18 Applegate (D)	R	R	R	R	R	R	R	R	W	W	W
19 Carney (D)	R	R	R	R	R	R	R	NV	W	R	R
20 Oakar (D)	NV	R	R	R	R	R	R	R	W	R	R
21 Stokes (D)	R	R	NV	R	R	NV	R	R	R	R	NV
22 Vanik (D)	R	NV	R	R	NV	R	R	R	W	R	R
23 Mottl (D)	NV	W	W	R	R	R	R	W	W	W	W
OKLAHOMA											
1 Jones (D)	R	R	W	R	W	R	W	W	R	W	R
2 Risenhoover (D)	R	R	R	R	R	R	R	NV	R	NV	NV
3 Watkins (D)	R	R	R	R	W	W	R	W	R	W	R
4 Steed (D)	R	R	R	R	R	R	R	W	R	W	R
5 Edwards (R)	W	W	W	R	W	W	R	W	W	W	W
6 English (D)	W	R	W	R	R	W	R	W	R	W	W
OREGON											
1 AuCoin (D)	R	W	W	R	R	R	W	W	R	R	R
2 Ullman (D)	R	R	R	R	W	R	W	R	R	R	R
3 Duncan (D)	R	R	W	R	R	R	R	R	R	W	R
4 Weaver (D)	R	R	R	R	R	R	R	R	R	R	R
PENNSYLVANIA											
1 Myers, M. (D)	R	R	NV	R	R	R	R	NV	W	R	R
2 Nix (D)	NV	R	R	R	R	R	R	NV	W	R	R
3 Lederer (D)	R	R	R	NV	R	R	R	R	W	R	R
4 Eilberg (D)	R	R	R	NV	R	R	R	R	W	R	R
5 Schulze (R)	R	W	W	R	W	W	W	W	W	W	W

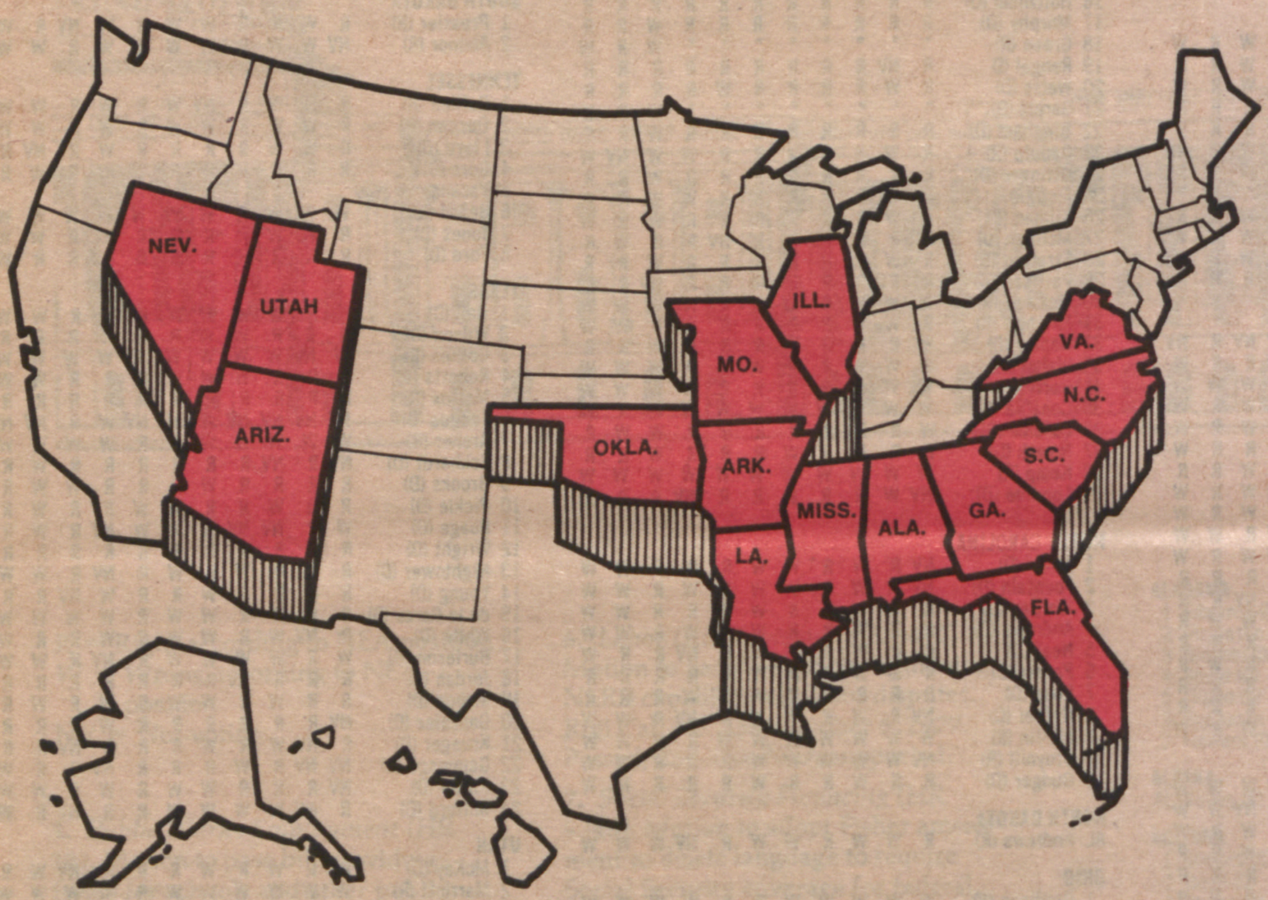
	1	2	3	4	5	6	7	8	9	10	11
6 Yatron (D)	R	R	R	R	W	R	R	R	W	R	W
7 Edgar (D)	R	R	R	R	R	R	R	R	W	R	R
8 Kostmayer (D)	R	W	R	R	R	R	R	R	W	R	R
9 Shuster (R)	R	W	W	W	W	W	R	W	W	W	W
10 McDade (R)	R	W	W	R	R	R	R	R	W	W	W
11 Flood (D)	R	R	R	R	R	R	R	R	W	R	R
12 Murtha (D)	R	W	R	R	R	R	R	R	W	W	R
13 Coughlin (R)	R	W	W	R	W	W	R	W	W	R	W
14 Moorhead (D)	R	R	R	R	R	R	R	R	R	R	R
15 Rooney (D)	R	R	R	R	NV	R	R	R	W	R	R
16 Walker (R)	W	W	W	W	W	W	R	W	W	W	W
17 Ertel (D)	R	R	R	R	W	R	R	R	W	R	R
18 Walgren (D)	R	R	R	R	R	R	R	R	W	R	R
19 Goodling (R)	W	W	W	R	W	W	R	W	R	R	W
20 Gaydos (D)	R	W	R	R	R	R	R	NV	W	R	R
21 Dent (D)	NV	NV	NV	NV	NV	NV	R	NV	NV	R	NV
22 Murphy (D)	R	R	R	R	R	R	R	W	W	R	W
23 Ammerman (D)	R	R	R	R	R	R	R	R	W	R	R
24 Marks (R)	R	W	W	R	W	R	R	R	W	R	W
25 Myers, G. (R)	R	W	W	W	W	W	W	W	R	W	W
RHODE ISLAND											
1 St. Germain (D)	R	NV	R	R	R	R	R	R	W	W	R
2 Beard (D)	R	R	R	R	R	R	R	R	W	R	R
SOUTH CAROLINA											
1 Davis (D)	R	W	R	R	R	W	R	R	R	W	W
2 Spence (R)	W	W	W	R	W	W	R	W	R	W	W
3 Derrick (D)	NV	R	R	R	R	W	R	R	R	R	R
4 Mann (D)	R	W	W	R	R	W	W	R	R	W	R
5 Holland (D)	R	NV	R	R	W	W	W	R	R	W	R
6 Jenrette (D)	R	R	R	R	R	W	R	R	R	R	NV
SOUTH DAKOTA											
1 Pressler (R)	R	W	R	R	W	W	R	W	NV	R	W
2 Abdnor (R)	NV	W	W	R	W	W	R	W	R	W	W
TENNESSEE											
1 Quillen (R)	R	NV	W	R	NV	W	R	W	R	W	W
2 Duncan (R)	R	W	W	R	W	W	R	W	R	W	W
3 Lloyd (D)	R	W	W	R	R	R	R	W	R	NV	NV
4 Gore (D)	R	R	R	R	R	R	W	W	R	W	R
5 Vacancy											
6 Beard (R)	W	W	W	R	W	W	W	W	W	W	W
7 Jones (D)	R	W	W	R	R	R	R	R	R	W	W
8 Ford (D)	R	R	R	R	R	R	R	NV	R	R	W
TEXAS											
1 Hall (D)	R	R	W	W	W	W	R	NV	R	W	W
2 Wilson (D)	R	R	R	W	W	R	R	R	R	R	R
3 Collins (R)	W	NV	W	W	W	W	R	W	W	W	W
4 Roberts (D)	R	R	R	W	W	W	R	R	R	W	W
5 Mattox (D)	R	R	R	R	R	R	R	R	R	R	R
6 Teague (D)	NV	NV	NV	NV	W	W	NV	W	R	NV	NV
7 Archer (R)	W	W	W	W	W	W	R	W	W	W	W
8 Eckhardt (D)	NV	R	NV	R	R	R	R	R	R	W	R
9 Brooks (D)	R	R	R	R	W	R	R	R	W	W	R
10 Pickle (D)	R	R	W	R	R	W	W	R	R	W	R
11 Poage (D)	W	R	NV	NV	W	W	W	NV	R	W	R
12 Wright (D)	R	R	R	R	R	R	R	R	R	R	R
13 Hightower (D)	R	R	W	W	R	W	R	NV	R	W	W
14 Young (D)	R	R	R	R	W	R	R	W	NV	R	R
15 de la Garza (D)	R	R	R	R	W	W	R	W	W	W	W
16 White (D)	R	NV	W	R	W	W	R	W	R	R	W
17 Burleson (D)	W	R	W	W	W	W	R	NV	R	W	W
18 Jordan (D)	R	R	R	NV	R	R	R	R	R	R	R
19 Mahon (D)	R	R	W	R	W	W	R	W	R	W	R
20 Gonzalez (D)	NV	R	R	R	R	R	R	W	R	R	R
21 Krueger (D)	R	NV	W	R	W	R	R	R	NV	R	R
22 Gammage (D)	NV	NV	R	W	R	R	R	NV	R	R	W
23 Kazen (D)	NV	R	R	R	W	W	R	W	R	W	W
24 Milford (D)	R	NV	W	W	W	W	R	R	NV	R	W
UTAH											
1 McKay (D)	R	R	W	R	W	R	R	R	NV	W	R
2 Marriott (R)	W	W	W	W	W	W	R	W	W	W	W
VERMONT											
AL Jeffords (R)	R	W	W	R	W	R	R	W	W	R	W
VIRGINIA											
1 Trible (R)	R	W	W	W	W	W	R	R	R	W	W
2 Whitehurst (R)	W	W	W	W	W	W	R	W	R	W	W
3 Satterfield (D)	W	W	W	W	W	W	R	W	R	W	W
4 Daniel, R. (R)	W	W	W	W	W	W	R	W	W	W	W
5 Daniel, D. (D)	W	W	W	W	W	W	R	W	W	NV	W
6 Butler (R)	NV	W	W	W	W	W	R	W	NV	W	W
7 Robinson (R)	W	W	W	W	W	W	R	W	R	W	W
8 Harris (D)	R	R	R	R	R	R	R	R	R	R	R
9 Wampler (R)	R	W	W	R	W	W	R	R	R	W	W
10 Fisher (D)	R	R	R	R	W	R	R	R	R	R	R
WASHINGTON											
1 Pritchard (R)	R	W	W	R	W	R	R	W	W	R	W
2 Meeds (D)	R	R	R	R	R	R	R	NV	R	R	R
3 Bonker (D)	NV	R	R	R	W	R	R	NV	R	R	R
4 McCormack (D)	R	R	W	R	R	R	R	R	NV	R	R
5 Foley (D)	W	R	W	R	R	R	R	R	W	R	R
6 Dicks (D)	R	R	R	R	R	R	R	R	R	R	R
7 Cunning-ham (R)	*	*	*	R	W	R	R	W	W	W	W
WEST VIRGINIA											
1 Mollohan (D)	R	R	R	R	R	R	R	NV	R	R	R
2 Staggers (D)	R	R	R	R	R	NV	R	R	R	W	R
3 Slack (D)	R	W	NV	R	R	R	R	W	W	W	R
4 Rahall (D)	R	R	R	R	R	R	R	R	R	R	R
WISCONSIN											
1 Aspin (D)	R	R	R	R	W	R	R	NV	R	R	R
2 Kastenmeier (D)	R	W	R	R	W	R	R	R	R	R	R
3 Baldus (D)	R	R	W	NV	R	R	R	R	R	R	R
4 Zablocki (D)	R	R	R	R	R	R	R	R	W	W	R
5 Reuss (D)	R	R	R	R	R	R	R	W	R	R	R
6 Steiger (R)	W	W	W	R	W	R	W	W	W	W	W
7 Obey (D)	R	R	R	R	W	R	W	R	R	W	R
8 Cornell (D)	R	W	R	R	W	R	R	R	W	R	R
9 Kasten (R)	R	W	W	R	W	W	R	W	NV	W	NV
WYOMING											
AL Roncalio (D)	R	R	R	W	R	R	R	R	W	R	R

* Issue prior to election

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

ERA Deadline May Be Extended



Three more state legislatures must vote for ERA for it to become part of the U.S. Constitution. Those three votes must come from the 15 states (in color) which have, until now, failed to ratify the Equal Rights Amendment.

TEXT OF EQUAL RIGHTS AMENDMENT

Section 1 Equality of rights under the law shall not be denied or abridged by the United States or by any State on account of sex.

Section 2 The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

Section 3 This amendment shall take effect two years after the date of ratification.

WASHINGTON, D.C.—The U.S. House of Representatives was the scene of a key vote in August to extend the seven-year time limit for ratifying the Equal Rights Amendment. NEA strongly supports both ERA and the extension.

The House voted by 233 to 189—an unexpectedly healthy margin—to expand for 39 months the March 22, 1979, deadline for ratification of ERA by the necessary 38 states. Thirty-five states have already approved the Equal Rights Amendment; three more votes are needed.

Perhaps even more important, the representatives refused by 227 to 196 an amendment that would have allowed states which have already ratified to rescind their approval during the extension period (three states have attempted to rescind, but the legality of their action is uncertain).

The extension now faces a tough time in the U.S. Senate, where Senator Jake Garn (R-Utah) has promised to lead a filibuster against the extension.

Sixty senators would be needed to cut off a filibuster, and Senate leaders aren't sure they have that many votes to shut off debate and pass ERA's extension before legislators head home for the November elections.

NEA-PAC and state affiliates' political action entities consider a candidate's support of ERA before endorsement.

Teachers at the 1978 Representative Assembly in Dallas reaffirmed their heartfelt support of equal rights for women by terming ERA's passage "a major legislative priority."

In addition, they backed extending ERA's deadline and directed that NEA's Annual Meeting not be held in any unratified state. Teacher-delegates also instructed NEA to notify the 15 governors and state chambers of commerce that the nation's largest teacher organization will not promote tourism into their borders until they ratify ERA.

NEA's Board of Directors has previously recommended that national conferences be held only in the 35 states which have ratified the Equal Rights Amendment.

Indianapolis Education Association Marches in Back-to-School Parade

INDIANAPOLIS, IND.—Over 100 members of the Indianapolis Education Association gave up part of their Labor Day weekend to join in a Back-to-School Day parade watched by thousands.

"We wanted to let students know they're important, and that we rate them highly," said IEA President Billie Breaux. Teachers joined members of the black community and other civic groups in attempting to slow the city's high school dropout rate of 18.6 percent, down slightly from the previous year.

The mayor had proclaimed September 2 as Back-to-School Day, and 97 units—floats, cars, and high school marching bands—carried out the parade theme selected by a 13-year-old student: "Education—A Lifetime of Learning."

Patricia Ann Brown, chairperson of the NEA Black Caucus (middle), rides in Indianapolis Back-To-School Day parade. Joining her in waving to crowds are Billie Breaux, IEA president (left), and Robin Blanton (right), IEA vice-president.

Indianapolis teachers march in Back-To-School Day parade, reaching out to their community to help slow the high dropout rate.

in brief

Marcia Strassman and Keir Dullea star in Aldous Huxley's "Brave New World," a two-part, four-hour production to be aired October 23 and 24 on NBC. The science-fiction classic about the society of the future has been recommended by NEA for family viewing.

Calendar: NEA Governance Groups

The following meetings have been scheduled at NEA Center in Washington, D.C., through May 1979:

Executive Committee, September 26-27
Board of Directors, September 29-October 1
Executive Committee, October 24-25
Executive Committee, November 28-29
Board of Directors, December 1-3
Executive Committee, January 16-17
Executive Committee, February 13-14
Board of Directors, February 16-18
Executive Committee, March 26-27
Executive Committee, May 1-2
Board of Directors, May 4-6

NEA Works for Rights of Women at World Teacher Conference

NEA President John Ryor (right) congratulates Motofumi Makieda (left), the Japanese teacher union head who was elected president of WCOTP for the next three years. Makieda, who has served as a WCOTP vice-president since 1975, succeeds Wilhelm Ebert of West Germany to become WCOTP's fifth president.

DJAKARTA, INDONESIA—NEA strongly supported a major policy statement on the rights of women in education adopted here this summer by the twenty-seventh annual assembly of the World Confederation of Organizations of the Teaching Profession.

NEA Executive Committee member Marty Woodard served as a member of the WCOTP Committee on Women in Education.

"WCOTP recognizes that neither independence nor equality of opportunity for men and women have yet been universally achieved," stated over 500 delegates from 56 countries. "All human beings are born free and equal in dignity and rights, and should enjoy equality of opportunity both in law and in practice. Education programs should be a major means of achieving this goal."

Stated the diverse group of delegates representing 5.5 million teachers from 80 countries: "Teachers' organizations should act as agents for change, working to correct the recognized imbalance and to foster the achievement of women and equality between the sexes . . ."

Teachers' organizations can combat sexism in education by promoting equal rights among teachers, backing legislation for equal rights, working to abolish stereotypes "which prevent women from reaching their full potential," training women in leadership and administrative skills, and promoting women's access to "posts of responsibility" in national unions and WCOTP.

Individual teachers should reject teaching materials that emphasize either sex's dominant or subservient role, and they should open all activities to both sexes, the statement emphasizes.

Teachers should "encourage children to enjoy being what they are—girls, boys, human beings—as opposed to fostering any idea that either sex is more desirable or inherently superior."

WCOTP delegates also asked that a special session on Women in Education be scheduled during the next WCOTP assembly in Brasilia, Brazil, in 1980.

NEA President John Ryor presented NEA's 1978 Dorros Peace Trophy Award to three Swedish teacher organizations (representing elementary, secondary, and special education) which together promoted international understanding by aiding FETE, the emerging teacher organization in Spain; by involving Swedish trade unions in cooperative efforts overseas; and by raising money to prepare indigenous textbooks and to train leaders in Africa.

Delegates elected a new WCOTP president for the next three years: Motofumi Makieda, head of both NIKKYOSO, the Japanese teachers' organization, and SOHYO, the Japanese public service confederation which includes teachers.

"WCOTP has an enormous responsibility in creating the circumstances in which children all over the world can grow to be happy and peace-loving citizens," Makieda, a former WCOTP vice-president, told the assembled teachers. "We must be vigilant against those forces that tend to reduce youth to a 'dark generation' or a 'lost generation.' "

Ryor continues as a member of WCOTP's Executive Committee, serving out his two-year term which expires next summer.

Also attending the assembly were 23 other NEA and state association leaders, including Vice-President Willard McGuire, Secretary-Treasurer John McGarigal, NEA Executive Committee members Woodard and Vivian Bowser; NEA Board of Directors members Elayne Hunt, Roscoe C. Keeney, and Mildred Utley; George Mello, also an NEA Director, who attended as chairperson of the International Relations Committee; Braulio Alonso, director of international relations; Student NEA President Larry Bateman and several state affiliate presidents.

NEA and state affiliate leaders strongly supported a major statement on the rights of women at the recent WCOTP assembly in Djakarta. They included (front row, left to right) NEA President John Ryor, NEA Vice-President Willard McGuire, and Secretary-Treasurer John McGarigal. In the second row (left to right) are Virginia Stacey, president of the Texas State Teachers Association; Richard Maxwell, president, Massachusetts Teachers Association; Catherine Sullivan, president of the National Council of State Education Associations; and Pete Treibley, president of the Maryland State Teachers Association.

Attention: NEA Life Members

NEA life members are entitled to a copy of the *1978 Proceedings of the Representative Assembly*. The book will be mailed in January to life members who request it.

Experience has shown that many life members do not wish to receive this publication. If you are a life member and *do* want a copy, please clip and return the mailing label from the front page of this NEA Reporter to NEA Membership Records at NEA Center. This label will be used to process your copy of the *Proceedings*.

Your letter of request—along with the label—must be received no later than November 17, 1978.

Coordinated Bargaining Is New Frontier for Michigan Faculty

EAST LANSING—Many of the 29 campus affiliates of the Michigan Education Association's Association for Higher Education (MAHE) are now entering a new "coordinated bargaining" program proposed last June. Ultimately the plan will be implemented on a statewide basis.

So far the key component is the targeting of minimum standards for the current round of negotiations:

- Salary increases for 1978-79 and 1979-80 shall be at least 7.5 percent each year, excluding step increments, fringe benefits, and other forms of compensation.
- Fringe benefits shall be provided totally by the employer; no "cap" shall be placed on any fringe benefit.
- Rights and benefits gained in previous contracts shall not be reduced, weakened, or surrendered.

Any MAHE affiliate that settles early for less will have to answer to its counterparts at other Michigan colleges. Regional review boards are being established which will have authority to examine all tentative agreements and to grant exceptions to the minimum standards where necessary.

Explains MAHE President Barry Stearnes of Lansing Community College: "The various boards of trustees have been participating in a form of coordinated bargaining for some time—getting together on standards, agreeing informally on where they will settle. Our plan is largely a response to this phenomenon. Also, we've observed hundreds of K-12 locals around the state having great success with coordinated bargaining.

"Coordination—acting in concert with others rather than standing alone—gives a small association bargaining leverage. The minimum standards are providing us with a new sense of direction, purpose, and control at the bargaining table."

MAHE's eventual goal is common expiration dates for all contracts across the state, to give faculty even more effective coordinated bargaining clout.

After 39 Months

South Point, Ohio, Teachers Back in School

SOUTH POINT, OHIO—A 39-month-old teacher strike came to an official end here when schools in this southern Ohio community opened their doors for a new school year.

Fifty-three teachers returned to their jobs for the first time since May 1975 when the South Point school board invoked a state law and fired the majority of its teaching staff for striking.

The teachers are all members of the South Point Association of Classroom Teachers which began a walkout on May 5, 1975, over the board's refusal to enter into collective bargaining.

On the scene as teachers returned to school were OEA President Sally Savage and President-elect Eugene Brundige. Savage called their more than three-year struggle a "shining example of courage and perserverance."

"You knew you were right and you were willing to make so many sacrifices to prove that you were," she said. "On behalf of teachers all across the nation, I congratulate you on your victory and welcome you back to the classroom where you belong."

"I can hardly believe it's happening," commented art teacher Judy Williams as she walked up the front steps of South Point High School.

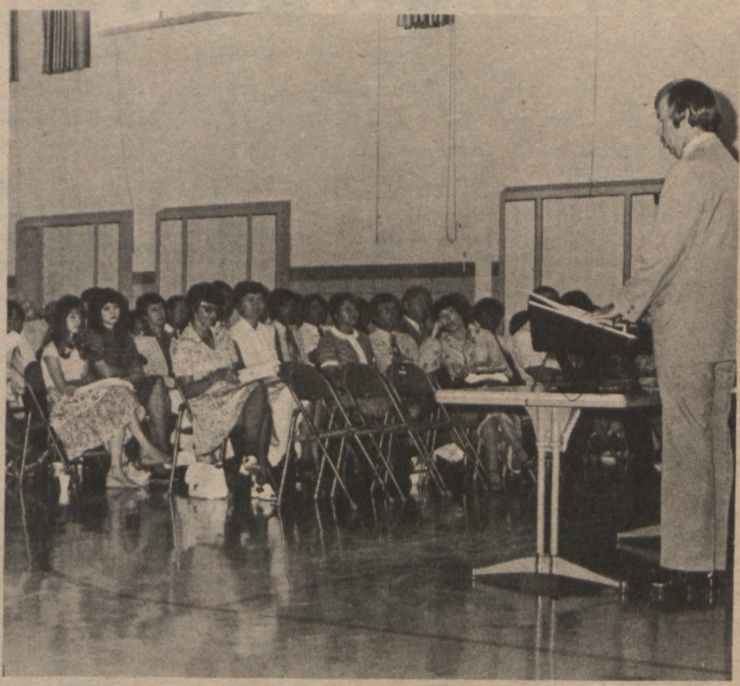
"It's like a dream," said Bill Buckler as he sat at his desk waiting for homeroom students to file into his classroom for the first time in a long time. "We've come so close to winning and we've had so many disappointments that it is going to take a while for it to sink in that we're really here."

The key to reinstatement was the election of an association-backed majority on the South Point school board which favored rehiring the teachers.

Then on March 27, U.S. District Court Judge Timothy Hogan responded to one of many suits filed against the board by SPACT, the Ohio Education Association, and NEA. He ruled that the board had violated the teachers' rights and ordered the teachers reinstated.

The school board met the next day and voted 3 to 2 not to appeal Judge Hogan's ruling. It then voted to reinstate the teachers, and subsequently it negotiated a new contract with SPACT.

The 53 teachers represent about two-thirds of those who lost their jobs in 1975. One of the 82 fired teachers has since died; others have left the district for other jobs.



OEA UniServ Coordinator Terry Lee, who worked closely with the teachers during their three-year struggle, speaks to the South Point staff at a preschool orientation meeting.

NEA Teachers Take Another Look at Television

Many teachers have had trouble adjusting to the television generation: children who have short attention spans and expect to be constantly entertained.

Other teachers, however, are taking a second look at television as a way to develop reading skills, better viewing habits, and skepticism about advertising claims.

A New Jersey classroom teacher who uses television scripts to help her below-grade-level students develop reading skills was recently selected to help develop teachers' guides for the CBS Reading Program.

Lynne Brenner Ganek, a middle school teacher from South Bound Brook, N.J., is one of several educators who will work with CBS Reading Enrichment Consultant Eleanor Richardson, formerly of Los Angeles educational station KCLS-TV. (Teachers interested in obtaining scripts of selected TV specials should contact their local CBS station manager, or Lynne Williams, Director, CBS Reading Program, 51 W. 52nd St., New York, NY 10009.)

Ganek was one of four NEA members who received national visibility when they addressed the National Association of Broadcasters on children's programming in Washington, D.C., this summer. For the first time, broadcasters heard what teachers think of television.

Ganek told the conference that her students, who are two years behind in reading skills and spend only 35 minutes a week reading on their own, are nevertheless intrigued by books about television characters. They willingly read about John Travolta ("Welcome Back, Kotter") and eagerly compare television scripts with the actual telecasts.

Baltimore teacher Camille Faith, who has received a Hilda Maehling Fellowship from NEA to help develop community awareness of "television literacy," told broadcasters she anticipates reaching over 7,600 students and their parents to promote discriminating viewing habits.

Since children are exposed to 25 commercials an hour on Saturday mornings, Endicott, N.Y., teacher Elaine Sklar taught her class of fourth, fifth, and sixth graders to evaluate advertising claims by filming their own commercials.

And Dade County, Fla., teacher Rosemary Lee Potter, author of a text on the positive aspects of using television, said she favors "not so much approving television as using it." She read broadcasters a letter from one of her sixth graders: "We watch too much TV, but we won't stop!"

New Jersey classroom teacher Lynne Brenner Ganek uses television scripts to help her below-average students improve their reading skills.

NEA teachers told broadcasters they use television in their classrooms to improve reading ability, to teach discriminating viewing habits, and to evaluate advertising claims. Shown at a summer National Association of Broadcasters conference (left to right) are Lynne Brenner Ganek of South Bound Brook, N.J.; Camille Faith of Baltimore, who was awarded one of NEA's Hilda Maehling Fellowships; Rosemary Lee Potter, television researcher from Dade County, Fla.; and Elaine Sklar, Endicott, N.Y., teacher whose students made their own commercials.

Horses Help Handicapped Children Learn

Bringing the corral into the classroom in Connecticut are Cindy Clarke (left) who watches while special education teacher Bonnie Whitlock (right) helps student Roy Papineau position himself in an English riding saddle. Clarke, founder of the SIRE program, believes that horses provide learning experiences which carry over to academic subjects.

Horses and youngsters have always gone together, but Connecticut Education Association member Cindy Clarke has found a way to combine her love for both with teaching.

"Many handicapped children find it impossible to achieve academic growth without the aid of a truly motivating experience," says Clarke, who has created a nonprofit organization called SIRE (Self Improvement through Riding Education) to which she devotes her spare time. Ironically, SIRE's fundraising events include car washes.

Students look forward to riding one day a week on gentle horses trained not to shy at wheelchairs. Riding helps develop muscles, teaches speech improvement as riders cue the horses, improves cooperation as youngsters accept directions from instructors, and even helps the children socialize as they talk about horses, says Clarke, who developed her program as a special education teacher in Texas six years ago.

Not all learning takes place in the riding ring. Students go back to their classrooms where Clarke helps teachers design activities around horses.

Kids who don't like books find they like reading about horses. Kids who have trouble with phonetics learn to distinguish between star and snip, blaze and bald—a horse's facial markings. A child who has trouble with math starts adding the number of legs belonging to four horses, or estimating the amount of grain a horse eats—in metric figures.

"Students made up posters of horsey hints that reminded them to make their beds and hang up their clothes," says CEA member and special education teacher Bonnie Whitlock, who found that horse-related activities make it easier for her to teach students at Sayles Elementary School in Uncasville, Conn. "The children frequently remind each other to sit up straight, 'like we do on the horse.' "

Clarke's program has been adopted by six Connecticut schools and is now spreading to Delaware and North Carolina.

With special thanks to the *CEA Advisor*

Like many other NEA state affiliates, the Maryland State Teachers Association has begun a media campaign to gain recognition and support for public school teachers. Above, MSTA teachers show one of the billboards they are using, along with radio and TV spots and bumper stickers, to tell their story. MSTA is also using the song, "We Teach the Children," in the campaign. Developed by the Illinois Education Association, the song was adopted by the 1978 NEA Representative Assembly as the Association's official theme.

Louisiana Association Says "Charge It!"

Louisiana teachers are charging their Louisiana Association of Educators dues to Master Charge and VISA cards this fall. The dues payment plan was devised by the LAE and Louisiana National Bank of Baton Rouge.

Bill Baker, LAE Director of Information, predicts the plan will be particularly successful in school districts that do not allow payroll deductions.

Oklahoma NEA Director Thwarts Attack on Political Candidate

TULSA—Oklahoma teacher Claude Dyer thwarted an attack on the political candidate he was supporting.

"Everybody was completely stunned . . ." said Dyer, an NEA Director from Oklahoma. ". . . My first instinct was to step in front and get the gun."

Dyer was instrumental in protecting gubernatorial candidate Larry Derryberry from a gunman firing a 38-caliber revolver filled with red-ink pellets. The incident occurred as supporters, including several teachers, watched primary election returns at the Mayo Hotel here August 22. Dyer was stung in the arm and hand, and candidate Derryberry was hit in the neck.

Dyer said he hopes candidates will get greater protection during future campaigns.

NEA 1978 Christmas Vacations

Give yourself the gift of travel this Christmas.

It's all just a coupon away with the NEA Travel System.

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Room 402E
Washington, D.C. 20036

Please send me:

☐ Information on 1978 Christmas Tours
☐ FREE NEA Travel Newsletters
or
☐ Register me on the 1979 People's Republic of China waiting list. East and West Coast departures are available.

Name ______________________________

Address ______________________________

City ______________ State ______ Zip Code ______________

This year, make *your* Christmas a time to remember by giving yourself a most memorable gift — travel! The NEA Travel System has exciting programs available during Christmas for unified members, their families and friends.

Our gift to you — free NEA Travel Newsletters!

The NEA Travel Office has started publication of a Travel Newsletter to keep members up-to-date on the rapidly changing travel industry, provide up-to-the-minute travel program opportunities, and present worthwhile travel tips. Now you can keep up on NEA travel — free of charge — with NEA Newsletters designed just for you!

A gift for *all* seasons — the People's Republic of China!

The government of the People's Republic of China has invited the NEA, as a grassroots, membership-controlled organization, to apply directly to Peking for membership travel visas. Over the summer and fall, 350 members will visit China to discover the heritage of a different culture and come home with a new perspective. Members and their invited guests will receive special treatment as a result of their unified membership. For a trip you'll never forget, join this adventure into both ancient and modern China with the NEA Travel System.

Memories that will last forever are just a coupon away!

Please note the hours for our toll-free line, #800-424-1050, have been changed. Effective August 15, 1978, operators will be available between 8:15 A.M. and 4:30 P.M. East Coast Time, Monday through Friday. For more information on Christmas programs including an application, to be included on NEA's travel mailing list, to receive FREE copies of the NEA Travel Newsletter, and/or to register for the China waiting list, complete the coupon.

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

1978 CHRISTMAS TRAVEL PROGRAMS

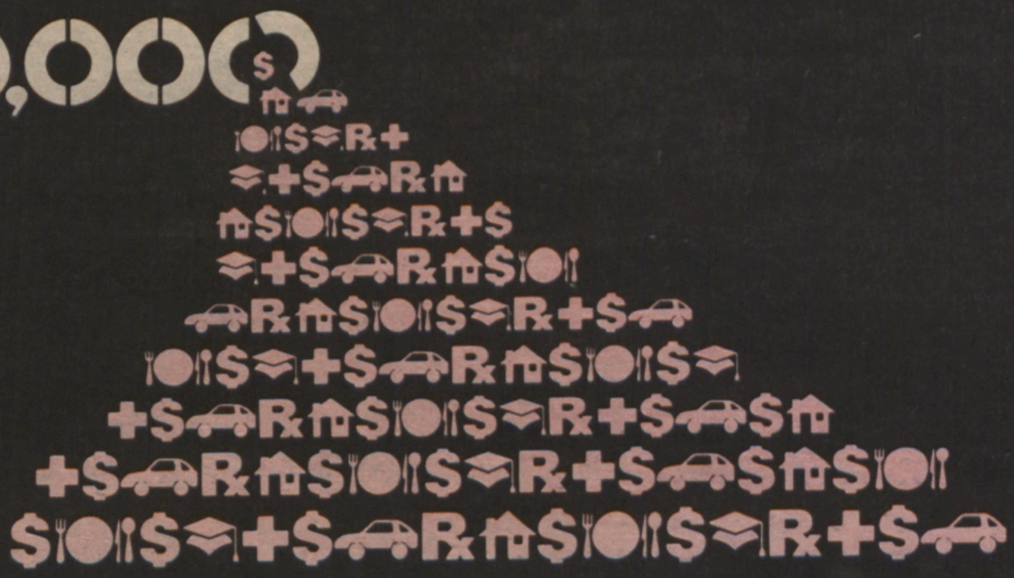
Area	Tour Highlights	Dates	Departure City	Per Person Price**
China (XLC)	Eleven nights in the People's Republic of China visiting the capital—Peking—with its old temples, pagodas, palaces, monuments and bridges; the seaport city of Shanghai, at the mouth of the Yangtze River; and the lovely resort city of Wusih on the north bank of Lake Taihu, one of China's largest lakes.	12/19/78 — 1/2/79	New York	$2,399.00
Russia (XLR)	Three nights Moscow, three nights Leningrad, one overnight sleeper, first-class hotels with private bath, all meals, complete sightseeing in both cities, round-trip transfers and baggage handling, via Pan American, OTC charter air fare.	12/23 — 12/31/78	New York	$798.00
London (XRL)	Accommodations in first-class hotel with bath, Continental breakfast, one-half-day London sightseeing tour, two theatre vouchers for London shows of your choice (selection upon arrival in London), transfers and baggage handling, via Pan American, OTC charter air fare.	12/24/78 — 1/1/79	New York	$509.00
Rome (XRR)	Accommodations in first-class hotel with bath, Continental breakfast, one-half-day city sightseeing tour, transfers and baggage handling, via U.S. supplemental carrier, OTC charter air fare.	12/22/78 — 1/1/79	New York	$599.00
Guatemala (XPG)	Three nights Guatemala City, 2 nights Flores, 2 nights Antigua using first-class and deluxe hotels, Continental breakfast daily, plus 3 lunches and 2 dinners, transfers and baggage handling at airport, but not hotel, visits to Chichicastenango, Lake Itza and Tikal. Group Inclusive Tour air fare.	12/23/78 — 12/30/78	Miami New York Chicago	$464.00 $655.00 $613.00
Air Only (XTO)	London via Pan American World Airways Boeing 707 jet, based on Advance Booking Charter air fare.	12/24/78 — 1/1/79	New York	$369.00
Czechoslovakia (XRP)	Seven nights Prague, in first-class hotel, twin rooms with private bath, Continental breakfast and dinner daily, special Christmas dinner, transfers and baggage handling, one-half-day city sightseeing tour, Group Inclusive Tour air fare.	12/23/78 — 12/31/78	New York	$615.00
Caribbean (XLCN)	Cruise aboard the M/S CARIBE, 11,000 ton ship of the Commodore Cruise Line, calling at Freeport, Charlotte Amalie, St. Thomas, San Juan, and Puerto Plata.	12/23/78 — 12/30/78	Miami	from $530
Caribbean (XLCN-1)	Board the M/S ANGELINA, 20,000 ton pride of the Costa Line for sun and fun with visits in St. Maarten, Guadeloupe, Grenada, La Guaira and St. Thomas.	12/23/78 — 12/30/78	San Juan	from $640.00
Switzerland (XRZ)	Eight nights Zurich, in first-class hotel, twin rooms with private bath, Continental breakfast daily, Christmas dinner, transfers and baggage handling, Advance Booking Charter air fare.	12/23/78 — 1/1/79	New York	$589.00
Yugoslavia (XRY)	Six nights accommodation in first-class hotel, twin rooms with bath in the ski resort area of Kranjska Gora, Continental breakfast and dinner daily, transfers and baggage handling, Group Inclusive Tour air fare.	12/22/78 — 12/29/78	New York	$563.00
Holy Land (XHL)	One night Tel Aviv, one night Acre, five nights Jerusalem in first-class hotels, twin rooms with bath, all meals, transfers and baggage handling, extensive sightseeing. Inclusive Tour Charter air fare.	12/21/78 — 12/29/78	Philadelphia	$999.00
Egypt (XLPT)	Four nights Cairo, two nights Luxor, and two nights Aswan in first-class hotels based on twin rooms with private bath, Continental breakfast and dinner throughout, round-trip transfers abroad, baggage handling, extensive sightseeing, Group Inclusive Tour air fare.	12/22/78 — 12/31/78	New York	$999.00
Morocco (XLM)	One night Casablanca, three nights Marrakech, 2 nights Fez and one night Rabat in deluxe hotels, twin rooms with private bath, 7 Continental breakfasts, 6 dinners and 2 lunches, round-trip transfers abroad, baggage handling, sightseeing in Casablanca, Fez and Marrakech. Advance Purchase Excursion air fare.	12/23/78 — 12/31/78	New York	$699.00
Hawaii* (XPH-1-2)	Seven nights Honolulu in superior hotel with private bath, flower lei, city/Mt. Tantalus tour, round-trip transfers and baggage handling, local tour escort, transportation via Northwest Airlines and connecting carriers, Group Inclusive Tour air fare.	12/22/78 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$519.00 to $693.00
Hawaii* (XPH-3-6)	Four nights Honolulu & three nights Outer Island in superior hotel with private bath, same inclusions in Honolulu as mentioned above, round-trip air flights, transfers and baggage handling on Outer Island, half-day sightseeing tour, transportation via Northwest Airlines, Group Inclusive Tour air fare.	12/22/78 — 12/30/78 (West Coast members arrive home 12/29.)	Various cities	$556.00 to $795.00

*Outer island sightseeing: Iao Valley/Lahaina tour-Maui, Wailua River Cruise-Kauai, and Hilo/Volcano/Kona tour-Hawaii.

Eligibility: NEA members, their families and invited guests.

**Itineraries, dates, and prices are subject to change.

Up to $50,000 for your family's lifetime of needs!



- **Considering today's and tomorrow's rising costs . . . Your Association is offering you this unique plan to help protect the needs of a lifetime.**
- **The New Independent Educators Life Insurance Plan gives you a choice of schedules, with maximum amounts from $10,000 to $50,000, according to your age.**
- **All unified members are eligible, *regardless of any other insurance* they may already have with NEA.**

Do you have the same amount of life insurance you had five years ago? You do? Then you actually have less. Think of it this way. Food prices have risen nearly 50 percent in the past five years. Clothing, schooling and health care are all more costly today.

Choose protection to meet your needs.
NEA's New Independent Educators Life Insurance Plan can provide *$10,000* of protection for *$12* a year, and up to *$50,000* for $52 a year.* Check the plan schedules and contributions to choose the coverage which meets your family's needs.

NEA's New Independent Educators Life Insurance Plan, as decreasing term life insurance, offers reasonably priced protection for those years when your family's needs are greatest. It provides an effective way to supplement other insurance programs you might have (including those provided by your employer).

Benefits from coverage under the New Independent Educators Life Insurance Plan can be used to provide very important money resources for your beneficiaries . . . mortgage cancellation . . . a readjustment fund during the initial difficult period . . . support income for those who depend on you . . . a fund for your children's education costs . . . and other essential needs.

**Maximum amounts apply to members under age 50 and decrease as member's age increases.*

Who is eligible?
Protection under the New Independent Educators Life Insurance Plan is available to NEA members who derive their principal income from an educational activity. Members currently insured under NEA Life Insurance Plans A, B, C, C+, S and Independent Educators, as well as those not insured, are eligible for this additional coverage under the New Independent Educators Life Insurance Plan.

If you leave the field of education or retire, you may continue your New Independent Educators Life Insurance Plan as long as you remain a member of NEA. Coverage will be terminated if you fail to make the required contribution within two months after it is due, or if NEA discontinues the program.

Coverage of the New Independent Educators Life Insurance Plan:
The coverage provided under the New Independent Educators Life Insurance Plan is decreasing term life insurance. The benefit will be paid to any beneficiary you choose and you may change your beneficiary at any time. Should your insurance terminate because you become ineligible under the plan, you are guaranteed the opportunity to convert to one of a number of individual policies without furnishing evidence of good health. You must convert to the individual policy within two calendar months of termination. If you die during this two-month period, your insurance will be paid whether or not you have applied for an individual policy.

No medical exam is necessary.
However, you must be able to certify all three health statements on the enrollment form. Your certification of these brief statements is the basis for providing coverage under the Independent Educators Plan.

How to enroll in the New Independent Educators Life Insurance Plan:
Complete the enrollment form below (you must certify the health statements) and mail it with your initial semiannual contribution, as noted in the Plan Schedules, to:

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P.O. Box 433
Fort Washington, PA 19034

Effective date:
Your insurance becomes effective on the first day of the month following receipt of your enrollment form with initial contribution, and approval of your enrollment form by The Prudential Insurance Company of America.

You may return the certificate up to 14 days after receipt to cancel coverage, and receive a full refund of your initial semiannual contribution.

For New Independent Educators Insurance Plan

Age**	Schedule 1 Coverage	Schedule 1 Semiannual Contribution†	Schedule 2 Coverage	Schedule 2 Semiannual Contribution†	Schedule 3 Coverage	Schedule 3 Semiannual Contribution†	Schedule 4 Coverage	Schedule 4 Semiannual Contribution†	Schedule 5 Coverage	Schedule 5 Semiannual Contribution†
Under 30	$10,000	$ 6	$20,000	$11	$30,000	$ 16	$40,000	$ 21	$50,000	$ 26
30 — 39	$10,000	$ 7	$20,000	$13	$30,000	$ 19	$40,000	$ 25	$50,000	$ 31
40 — 49	$10,000	$15	$20,000	$29	$30,000	$ 43	$40,000	$ 57	$50,000	$ 71
50 — 59	$ 6,000	$24	$12,000	$47	$18,000	$ 70	$24,000	$ 93	$30,000	$116
60 — 69	$ 4,000	$36	$ 8,000	$71	$12,000	$106	$16,000	$141	$20,000	$176
Over 70	$ 1,000	$32	$ 2,000	$63	$ 3,000	$ 94	$ 4,000	$125	$ 5,000	$156

**Age of member at time of claim
†Based on age of member on each due date

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SIGNATURE ______

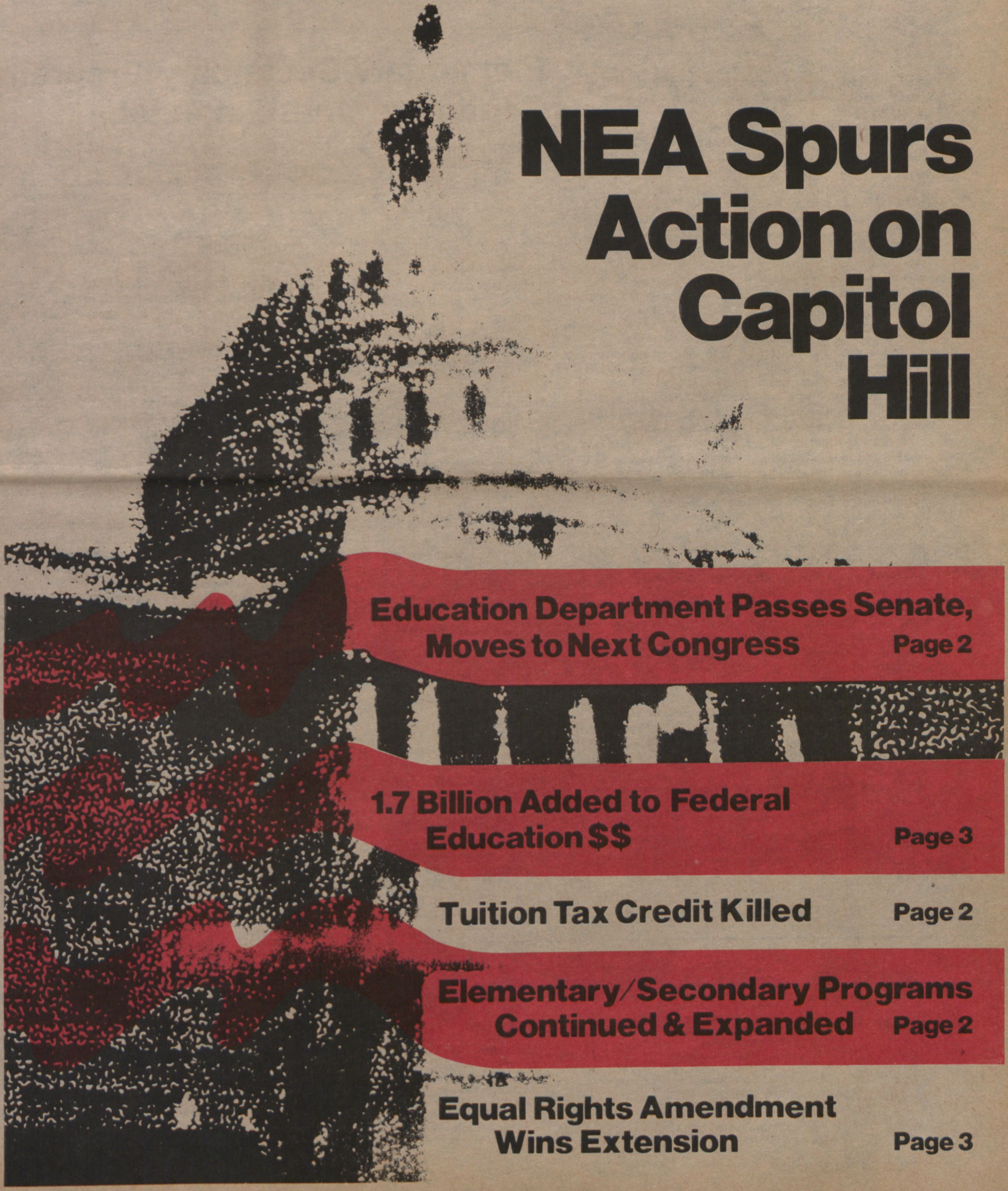
Circulation this issue: 1,760,717

November 1978
Vol. 17, No. 7

NEA REPORTER

Published by the National Education Association

Washington, D.C.



NEA Spurs Action on Capitol Hill

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Equal Rights Amendment Wins Extension — Page 3

Education Department Passes Senate, Moves to Next Congress

WASHINGTON, D.C.—Legislation creating a Cabinet-level Department of Education passed the Senate by an overwhelming 72 to 11 vote this fall, but failed to come to a vote in the House of Representatives.

The bill—a top NEA priority—will be pressed forward in the first session of the new 96th Congress early in 1979.

The bill had majority support in the House, NEA legislative specialists said, but did not come to a vote in the pressures of an end-of-session, preelection flurry of action. House leadership failed to move the measure for a vote, NEA spokespersons said, and the Carter Administration focused its efforts at the time on energy and tax legislation.

A handful of opponents to the bill introduced more than 100 amendments aimed at frustrating debate and stalling a vote on the House floor. Members who introduced the bulk of the amendments were: Reps. Dan Quayle (R-Ind.); Robert Walker (R-Pa.); John Erlenborn (R-Ill.); Leo Ryan (D-Cal.); and Paul McCloskey, Jr. (R-Cal.). Members who employed stall tactics on the floor to head off a vote were: Richard Bolling, (D-Mo.); Walker, Erlenborn, and Ryan. Other major opponents were Reps. Shirley Chisholm (D-N.Y.); John Conyers (D-Mich.); David Obey (D-Wis.); and Benjamin Rosenthal (D-N.Y.).

When the Senate approved the measure by an easy margin of 72 to 11, it marked the first time that legislation calling for a separate Department of Education had ever been approved by either the House or the Senate in 100 years of trying.

NEA has pledged an all-out effort to continue and even increase support for the legislation before Congress resumes its work in the 96th Congress on January 15, 1979.

The Carter Administration, which introduced and supported the legislation in Congress, can be expected to continue to support the measure in the next session.

Teachers have put a lot of energy into the proposal. Thousands upon thousands have given much time to elevate education to Cabinet-level status, particularly during the last two years. Despite failing to cross the legislative goal-line this year, teachers are proud of the support and progress made in moving the legislation to a near complete victory in 1978.

In previous years, Department of Education bills would be introduced and die in committee. This didn't happen in the 95th Congress thanks to the all-out efforts of teachers who inundated members of Congress in congressional districts with appeals calling for the new Department.

President Carter, leaders in the education community, and many civil rights, labor, business, and government representatives wholeheartedly support a Cabinet-level Department of Education and will continue to give their support because they know establishment of the Department is long overdue.

President Carter, in his education message to Congress, and in an October 11, 1978, letter to Speaker O'Neill, made these points in calling for a Department of Education:

- Let us focus on federal educational policy at the highest levels of our government
- Permit closer coordination of federal education programs and other related activities
- Reduce federal regulations and reporting requirements and cut duplication
- Assist school districts, teachers, and parents to make better use of local resources and ingenuity.

Major emphasis will be given to these objectives as NEA renews its efforts to make the separate Department of Education a reality.

Coretta Scott King, speaking to the NEA Board of Directors, wishes NEA success in its efforts to get Congress to create a Cabinet-level Department of Education. The new Department could be "an instrument for change, equal educational opportunity, for the poor, for minorities, and for women," she said.

Elementary/Secondary Programs Continued and Expanded

WASHINGTON, D.C.—Congress cleared a massive bill to extend and amend elementary and secondary programs through fiscal 1983. During the final week of the session, conferees resolved differences on the formulas to allocate funds under ESEA Title I (education of the disadvantaged) and the impact aid program (assistance to schools enrolling large numbers of federally connected children).

The Title I program for disadvantaged children, which will be funded at $3.08 billion this year, is based on allocation determined by counting the number of impoverished children, multiplied by a dollar formula designed to give each eligible school district an equitable share of the funds.

NEA sought a major change in the 95th Congress to assure that every eligible child would be served, to encourage increased appropriation to do the job well, and to advance NEA's goal of one-third funding of elementary and secondary education.

The 95th Congress changed the formula again, but did not accept NEA's proposal for serving all children. Both the House and Senate authorized counting all of the children in a school district from welfare families receiving payments from over the official poverty level. Current law counts only two-thirds of these children. The new bill allocates relatively more money to big-city school systems with high concentrations of welfare children.

Unless supplemental funding can be secured for fiscal 1979, a new impact aid formula will mean less money for all districts receiving funds to offset the extra costs of educating the children of parents who work and/or live on federal property. As in the past, all eligible school districts will receive initial payments equal to 25 percent of total entitlement. Subsequent payments for all eligible local education agencies will be reduced to 35 percent below present levels. This cut is partially alleviated by a "hold harmless" provision guaranteeing that no district will receive less than 90 percent of funds received in 1977-78.

In subsequent years, the hold harmless provision will be based on the preceding year's payments. Thus, the total appropriation level will be critical in deciding the amount each district will receive. This compromise is unacceptable to NEA but is better than the Senate position which would have wiped out Tier II payment entirely. NEA will continue its efforts to maintain and increase the funding of this vital program. (See appropriations story, next page.)

Additional Provisions

The bill adds a new basic skills program as Title II and eliminates the old National Reading Improvement Act; it restructures the Special Projects Act as Title III of the bill, including in it existing metric education, arts in education, consumer education, and environmental education programs and adding new programs in preschool partnership, youth employment, health education, correction education, biomedical sciences for disadvantaged youngsters, and population education.

A new Title VIII covers community education; and a new Title IX is made up of "additional programs," including gifted and talented, educational proficiency standards, the Women's Educational Equity Act, safe schools grants, and ethnic heritage studies.

Title XII authorizes studies of school finance and equalization; sets paperwork controls; clarifies state and local responsibilities and enforcement procedures; and creates an office of nonpublic education. Title XIII revises other education programs, including adult education, and extends the Indochinese Refugee Children Act for three years.

Tuition Tax Credits Rejected

Last-ditch efforts to pass tuition tax credit legislation, which NEA opposed, failed during the last days of the 95th Congress. The conference report on HR 12050 was amended to include credits for secondary as well as higher education but was not appproved. An amendment in the Senate to the general tax-cut bill, HR 13511, providing higher education tax credits, was dropped by the conferees.

NEA lobbied vigorously against the tax credits as a raid on the Treasury and led a coalition against the measure. NEA and its allies were particularly concerned about the constitutionality of elementary and secondary tuition tax credits, which the House added to the bill in floor debate. The Senate refused to go along with the House language.

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: page 2 **Joe Di Dio**; page 3 **James K. W. Atherton, The Washington Post;** page 4 (top and left) **Michael G. Lydick,** (middle right) **Wayne R. Ratzenberger,** (bottom) **Joe Di Dio**; page 5 (left) **Michael G. Lydick,** (right) **Jeff Mims**; page 6 (top left) **Joe Di Dio,** (bottom) **Steve Villano**; page 7 **Joe Di Dio**; page 8 (top) **John Fleming,** (bottom) **John Heatherington**; page 9 (top) **John Fleming,** (second from top) **Joe Di Dio,** (bottom left) **Lana Oppenheim,** (bottom right) **John Heatherington**; page 10 **Kristen Peterson**; page 12 (left) **New York State Education Department,** (right) **Betty Jeung**; page 13 (left) **Air Time International Inc.,** (right) **Metropolitan Opera.**

Jubilant supporters of ERA's extension, one of NEA's top legislative priorities, give three-fingered salute—symbolizing three states needed to make Equal Right Amendment part of U.S. Constitution—after the U.S. Senate joined House of Representatives in extending the ratification deadline by three years and three months. In front is NOW President Eleanor Smeal (wearing striped blouse).

ERA Reprieved for Three More Years

WASHINGTON, D.C.—Thanks to intensive last-minute lobbying by pro-ERA senators (and senators' wives), the White House, various religious, women's, and labor groups, and NEA, the Equal Rights Amendment has been reprieved until June 30, 1982.

Voting by a wide 60 to 36 margin, nearly a two-thirds majority, the U.S. Senate joined the House of Representatives, which acted in August, in extending the deadline for ERA's ratification by three years and three months.

Without the extension, ERA, which outlaws sex discrimination, would have failed to become part of the U.S. Constitution unless three more states had ratified it by March 22, 1979. ERA supporters now have additional time in which to gather support in at least three more state legislatures. Thirty-five states have ratified the proposed constitutional amendment; thirty-eight are needed.

Only a few weeks before the October 6 Senate vote, the extension's chances seemed slim. A quickly organized rally brought 2,000 ERA supporters, including men, to the Capitol for lobbying. Representatives of NEA took part in a Senate vigil before the vote.

Several senators' wives prevailed upon their husbands to support the extension and also helped persuade Majority Leader Robert C. Byrd (D-W.Va.) to bring the extension up for a vote in the closing days of a hectic election year session.

The outcome was virtually certain once Senator Jake Garn's (R-Utah) recision amendment, which would have allowed all states to rescind their approval of the Equal Rights Amendment, was defeated by an unexpectedly wide margin of 10 votes.

Crowds of pro-ERA supporters, and some opponents, gathered in the Senate galleries for the final vote on extension at 10 a.m. October 6. After the passage of ERA's extension was announced, the galleries broke into applause, breaking a Senate rule against demonstrations.

Only two U.S. Senators are women, and both are leaving the Senate. Muriel Humphrey (D-Minn.), widow of the late Senator Hubert Humphrey, voted for ERA's extension; Maryon Allen (D-Ala.), widow of the late Senator James B. Allen, was absent for the vote.

ERA supporters, celebrating their first victory in a year and a half (Indiana was the last state to ratify, in 1977), rallied outside the Capitol.

(See related news story on page 12).

NEA President John Ryor hailed the ERA extension saying:

"The National Education Association believes that Senate passage of the time extension to ratify the Equal Rights Amendment signals a victory for a fresh commitment to achieve full civil and human rights in our country.

"Education in general, and the teaching profession especially, has suffered from the effects of discrimination against women. Teachers have long proclaimed that all of us are created equal and should be treated equally. The teaching and promotion of those ideals becomes increasingly difficult without a realization by our own members of those 'truths that we hold self-evident.'

"The NEA is proud to have participated in the battle for equal rights for women and we shall continue to draw on the human and creative resources of our 1.8 million members to make certain that the Equal Rights Amendment is ratified."

$1.7 Billion Added to Federal Education Aid

WASHINGTON, D.C.—NEA scored a major victory as the 95th Congress approved, in its closing hours, the largest single education appropriation in history—$12.08 billion for HEW's Education Division. Funds for fiscal 1979, which began October 1, will exceed last year's $10.34 billion by a whopping 16 percent—$1.7 billion.

The single biggest gain was in student assistance, which was increased by $668 million to provide help for hard-pressed middle-income college students as well as those from lower-income families.

Highlights of the education funding bill include $3.08 billion for educating the disadvantaged under ESEA Title I, an increase of $343 million; $150 million for bilingual education, up $15 million; $816 million for impact aid, up $11 million; $341.3 million for emergency school aid (desegregation assistance), up $6 million; $976 million for education of the handicapped, an increase of $316 million to cover part of the "excess cost" of educating these youngsters; $674 million for vocational and occupational education, up $39 million; $100 million for adult education, an increase of $9.25 million; $223 million for higher education institutions, up $20 million; $19.5 million for personnel development, up $5.75 million; $266.5 million for library resources, including $189.9 million for school and colleges—an increase of $12.4 million; $12.625 million for teacher centers, up $4.375 million; $739 million for guaranteed student loans, up $209 million; and these amounts for special projects:

Metric education	$1.8 million
Gifted and talented children	$3.78 million
Community schools	$5.4 million
Career education	$32.5 million
Consumer education	$3.6 million
Women's educational equity	$9 million
Arts in educational program	$3 million
Dissemination	$14 million
Educational TV programming	$6 million

The largest increase in the special projects group was for career education, up $22.365 million.

Consideration of funds for Follow Through, drug abuse education, environmental education, and educational broadcasting facilities, was deferred due to lack of authorizing legislation at the time the bill was developed. Where necessary, NEA will seek renewed or additional funding.

Common Cause and Common Sense

A statement by NEA Executive Director Terry Herndon

In September of this year, the leadership of Common Cause once again attacked NEA's program for teachers. This time the lobby issued a scurilous press release reporting the fact that NEA-PAC contributions helped to elect U.S. representatives who serve on committees dealing with the bill to create a Cabinet post for Education.

Common Cause Vice-President Wertheimer said, in the press statement: "This is another classic example of how interest groups use political money to 'invest' in Congress. The NEA has blanketed the House of Representatives with campaign contributions having gone to a clear majority of present members from 45 of the 50 states."

The timing of this Wertheimer statement (issued just as Congress was ready to deal with this legislation to create a Cabinet post for Education) and its implications of conspiracy and bribery suggest to me that this lobby has chosen "cheap shots" over open debate and democratic fair play. It also suggests that the Common Cause leadership has set an agenda for itself that includes furtive opposition to priority objectives which teachers have set for themselves.

A good while ago, NEA, through its journal, circulated the voice of John Gardner, then Common Cause chairperson. And we agreed with his concluding words in that article: "Working together, politicians and interested citizens can design a better future for our nation."

Teachers—as political citizens—have the full right to work together to elect congressmen and women who are friends of education.

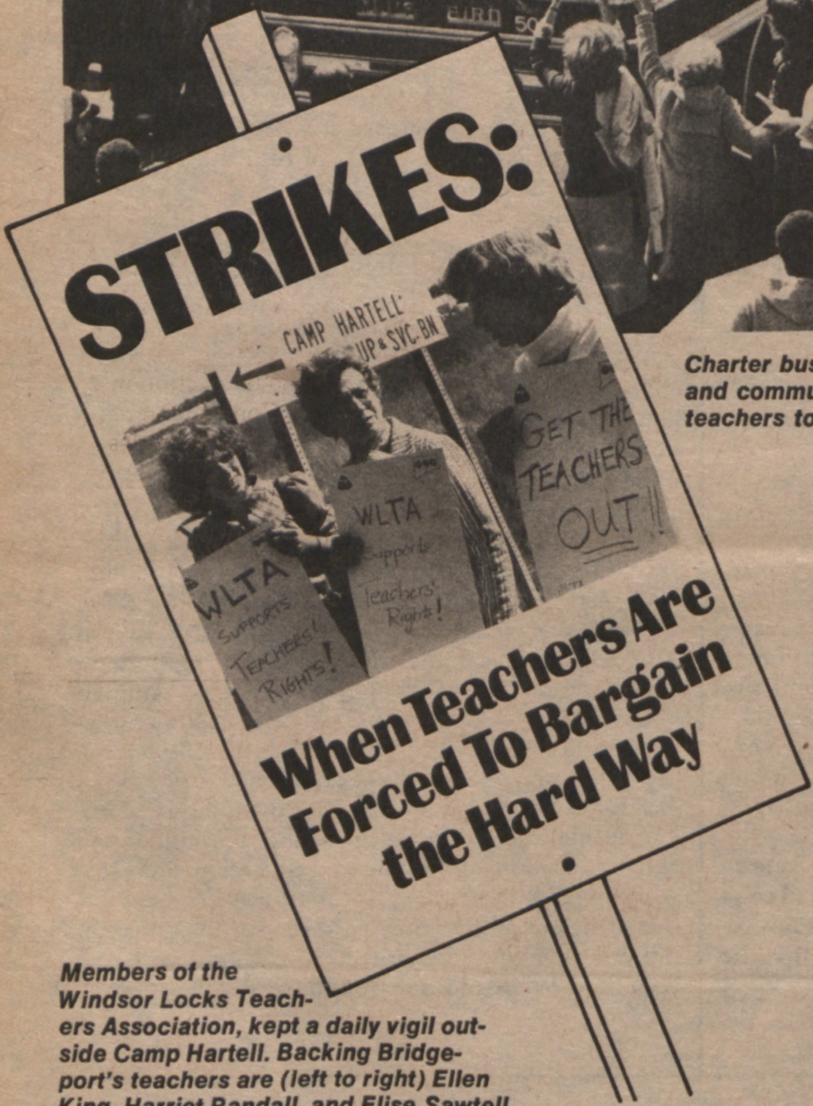
Teachers—as political citizens—have the right to have their own lobby, the NEA, pursue the fulfillment of their collective aspirations for education through good legislation.

Teachers must not apologize for their efforts to ensure that the people elected to public office in our nation make some commitment to education as a national priority. And, contrary to the implications in the Wertheimer statement, there is nothing nefarious, secret, or conspiratorial about teachers' actions toward that end.

As a matter of fact, the contributions Common Cause "uncovered" and "revealed" in its statement have been a matter of public record, published right here in the 1.8 million copies of the *NEA Reporter*. These contributions—and the hard work of thousands of teacher-politicians—are a healthy part of American political life. To suggest otherwise is to reject the American system that allows all citizens a role in electing their leaders and expecting those leaders to perform in accord with their promises.

Bridgeport, Connecticut, Teachers

Charter bus to jail carries 63 teachers to Camp Hartell, 70 miles from Bridgeport, as fellow teachers and community supporters wave goodbye. After the "Bridgeport 13," this was the first large group of teachers to be incarcerated. The total eventually reached 273, or over 20 percent of Bridgeport's teachers.



Members of the Windsor Locks Teachers Association, kept a daily vigil outside Camp Hartell. Backing Bridgeport's teachers are (left to right) Ellen King, Harriet Randall, and Elise Sawtell.

Handcuffed, but not silenced, teachers and BEA executive committee members Steve Gardner (left), who also served as chief negotiator, and Jim Tiernan (right) were among 13 teacher-leaders sentenced for contempt of court, and the only group sent to maximum security prisons.

Reports coming to NEA Center in Washington, D.C., indicate that about 125 strikes took place this fall when teachers in large and small communities were backed to the wall by school board refusals to negotiate.

This number is higher than in the past two years: 81 strikes were reported in the first month last year, 94 in a similar period in 1976.

Of the teacher strikes that had taken place by mid-October, all but 11 were ended. The strikes included small towns such as Bear Lake, Michigan (settled September 11), mid-sized communities such as Marion, Indiana (also settled in September), and cities such as Memphis, Tennessee; Brideport, Connecticut; and Takoma, Washington. The longest-standing strike reported was in Logan, Ohio, where teachers had been away from the classroom 44 days by October 11.

Economic issues and class size topped the list of reasons behind most of the strikes. As in prior years of high inflation, teachers have been faced with increasingly eroded paychecks and school boards offering salary increases less than the annual inflation rate.

In several school districts, teachers and their leaders were jailed for short and longer periods of time during breakdowns in bargaining (see stories and photos on this and the next page).

Flying to Windsor Locks, Conn., to show national support of Bridgeport teachers were NEA Secretary-Treasurer John McGarigal (left) and Faith Hanna (right) of the NEA General Counsel's office, after they emerged from talking to imprisoned teachers. Connecticut Education Association President Phil Garovoy (center) spent long days and nights outside Camp Hartell's gates to help sustain strikers' spirits.

Set Record for Mass Jailing

By NEA Reporter Assistant Editor Barbara Lawless

BRIDGEPORT, CONN.—The night before he went to jail with his wife Carol, also a teacher, Bridgeport Education Association member Jim Tiernan told cheering colleagues, "I'll take off my watch, I'll take off my belt, and I'll take off my tie —but I'll be damned if I'll take off my dignity!"

Pride and determination like this enabled Bridgeport's 1,200 teachers to hold together during the 13 days they shut down their city's 37 schools and gave themselves, 23,000 students, and the local community a lesson in labor negotiations. They also set a record for mass teacher jailings in Connecticut.

Over 20 percent of the city's teachers, some 273 of them, ended up behind 10-foot chain-link fences at Camp Hartell, an Army National Guard Camp located 70 miles away in Windsor Locks, near Hartford.

Last used to shelter troops who helped dig out Connecticut during last winter's great blizzard, Camp Hartell is no stranger to teachers, having housed some 90 striking Federation teachers from New Haven three years ago. Incidentally, while the smaller Bridgeport Federation of Teachers supported the strike, not one BFT member was ever jailed; their case was legally separated. During one BFT rally outside Camp Hartell's gates, a marcher yelled to imprisoned BEA members, "We're right behind you!" Shouted back a teacher from inside the fence, "Why aren't you in here with us?"

Bridgeport's teachers were joined not only by teachers and association leaders throughout the state of Connecticut, but also by supporters in New Jersey, New York, and the New England states.

NEA President John Ryor strongly supported Bridgeport's teachers in a rally outside Camp Hartell's gates. On separate occasions, Ryor and NEA Secretary-Treasurer John McGarigal entered the camp to personalize NEA's support.

The strike, which ran September 6-24, is over now, but not forgotten. BEA and individual teachers face fines of $930,000, including a $61,000 bill for room and board at Camp Hartell. BEA was fined $10,000 a day, and individual teachers $350 a day, for refusing to obey a back-to-work order. Teachers are appealing to the Connecticut Supreme Court.

Strike Increases Salary

After weeks of bitterness, both the teacher-negotiators (who were driven from the camp to the state labor office in Hartford for bargaining) and the school board settled, leaving a few minor issues to be decided by Connecticut's labor commissioner.

The two-year contract (the school board originally demanded one running four years) provides average salary increases of 6 percent this year and 7.5 percent next year, including annual increments of 2.6 percent. The starting salary of $9,450 rises to $9,771 this year and goes to $10,250 next year. During both contract years, teachers on the maximum steps, who don't receive increments, will get a $200 bonus if they've put in 16 to 20 years, and $350 for 20 or more years' experience. Maximum salaries for a B.A. go from last year's $15,820 to $16,358 this year and $17,160 next year. Teachers with master's degrees at the first step who made $10,055 last year, would make $10,397 this year and $10,906 next year. Those with M.A. plus 15 years experience go from last year's $18,675 to $19,310 this year and $22,256 next year.

The school board also agreed to add nine specialists in art, reading, and music during the second year, a major teacher demand since the number of specialists has dropped from 35 to 12.

Rosalyn Schoonmaker, interviewed during the strike at the BEA Crisis Center, said, "I saw a physical ed teacher once a month. I never saw a music teacher. An art teacher appeared maybe three times a year."

Agreed Sybil Allen, another BEA elementary teacher, "We don't have an art teacher. A physical education teacher comes once every six weeks—unless that day falls on a holiday, then it's another six weeks."

One reason Bridgeport's teachers were so united: Mayor John Mandanici, presiding over a $5 million surplus, recently upped his salary 50 percent until, at $42,000, he is Connecticut's highest paid mayor.

The school board was widely believed to be controlled by the mayor. Ironically, Mandanici's own daughter, a schoolteacher, was cited for contempt. The strike was settled the day before she was scheduled for sentencing.

Teacher Solidarity

Generally, it's safe to say, more people want to get out of prison than in. But Bridgeport's teachers were an exception. In their solidarity, they were eager to join jailed colleagues.

Only the "Bridgeport 13"—BEA's executive committee and negotiating team—were taken to an actual prison.

If the court hoped to frighten teachers into accepting a school board-forced contract, it miscalculated. Teachers were angry that their leaders were sent to maximum security prisons, men to the New Haven Correctional Center, and women to the Niantic Correctional Center, where they underwent handcuffing, delousing, and other physical indignities. The "Bridgeport 13" were soon transferred to minimum security Camp Hartell to join other teachers.

World Teacher Group Backs Strikers

Bridgeport, Conn., and Marion, Ind., teachers received international support during their ordeals. The World Confederation of Organizations of the Teaching Profession and teacher associations around the world cabled President Jimmy Carter, Secretary of Labor Ray Marshall, plus the governors and U.S. senators from Connecticut and Indiana to protest fines and jailings in those two states. Motofumi Makieda of Japan, WCOTP President, wired President Carter appealing "for your personal intervention to halt action in Bridgeport, Connecticut . . . these actions of authorities are against fundamental principles of labor rights recognized throughout the world. We appeal for good example to be set by United States as champion of human rights."

NEA President John Ryor encourages Bridgeport's teachers to persevere. He is speaking at a September rally outside Camp Hartell that drew 1,000 teachers from New York, New Jersey, and New England states, as well as from all over Connecticut.

Dayton Teachers Jailed Too

Roberta Hunter and Keith Haws (center), president and past president of the Dayton (Ohio) Education Association, were among teachers taken to jail on September 19 for refusing to abide by a judge's order to halt picket during a strike. The teachers were released the same day and the strike ended with ratification of a new contract October 1.

Baltimore Association Prepares for November Election

Moses Holmes (left) campaigns for PSTA at Violetville Elementary School in Baltimore. PSTA has bargained successfully for tuition reimbursement, improved health insurance coverage, and reinstatement of teachers who were laid off because of budget cutbacks. Some of the issues Violetville teachers raised were the possibility of longer school hours, threats to affirmative action, and time-consuming paperwork.

Baltimore association president Russell Stewart (right) goes over election plans with PSTA's chief strategist, Moses Holmes. "We're not a talk organization," says Stewart—"we are busy doing things for teachers."

BALTIMORE, MD.—NEA's Baltimore Public School Teacher's Association is preparing here for an early November showdown with the Baltimore Teachers Union.

Russell Stewart, PSTA President, says: "PSTA has saved teacher jobs. It has won more than 88 percent of all its grievances for teachers. Along with the Maryland State Teachers Association and NEA, the association has lobbied effectively in Baltimore City, Annapolis, and in Congress to pass legislation dealing with the needs and concerns of Baltimore teachers."

Some of the issues PSTA is pushing are restoration of increments and cost-of-living increases, and an improved student-discipline enforcement policy with widespread community support. Other bargaining goals include a daily ten-minute break in the morning and afternoon for elementary teachers, a sick-leave bank for long term disabilities, dental insurance, adequate teaching materials, and improved maternity leave.

Stewart says PSTA has consistently provided the services teachers need. "We're not a talk organization—we are busy doing things for teachers. We don't spend our time showboating."

Moses Holmes, executive director of PSTA and chief strategist of the bargaining election campaign, visits schools and represents PSTA in the media. Holmes says the campaign is not so much anti-BTU, but anti-Baltimore City Hall where there is no elected school board and where the mayor is more concerned with redecorating the Baltimore harbor than finding money for education.

Holmes tells teachers that PSTA provides a dual program—salary protection and teacher rights plus professional development. PSTA has already scheduled three teacher workshops on discipline, PL 94-142, and stress.

When comparing BTU to PSTA, Holmes says, "BTU just sells insurance. We provide professional programs."

New York College Faculty Turn to NYEA/NEA

NEW YORK CITY—The New York Educators Association (NYEA/NEA) is becoming the dominant community college organization in New York State as a result of the disbanding of an independent organization that has bargained for faculty at 14 two-year colleges.

Leaders of the 1,500-member Associated Community College Facilities (ACCF) voted last summer to dismantle their four-year-old organization and to recommend that its 14 chapters join forces with NEA and NYEA. This fall the faculties at all but one of the campuses have voted to ratify the affiliation agreement.

The 14 community college locals banded together to create the independent ACCF in 1974, at the time of the abortive NEA-AFT merger in New York. Their move toward reaffiliation with a state and national organization grows out of the increasing difficulties many of them have encountered in negotiations and contract enforcement, and the realization that they need the resources and services of a larger, stronger organization after all.

"We looked at both of the state teachers organizations, and there really wasn't any contest," says former ACCF President Dan Schultz of Cayuga County Community College. Adds Hudson Valley Community College Faculty Association President John Roy, "NYEA's ability to perform for us over the summer, when we weren't even affiliated with them, was decisive. NYEA has given us legal help with arbitrations, help with public relations, and help with research in preparation for fact-finding."

In addition to the 14 community colleges formerly represented by ACCF, there are 16 other public two-year colleges outside the State University of New York system. Of these, three are already affiliated with NYEA/NEA, nine are affiliated with NYSUT/AFT, and four have entirely independent local faculty bargaining agents. NYEA/NEA affiliation talks are now under way at a majority of the AFT and independent campuses.

Hudson Valley Community College Faculty Association Vice-President Charlie Abbate (left) and President John Roy happily hold the ballots that showed NYEA the overwhelming choice of their colleagues.

AAUP Allies with NYEA/NEA in Bargaining Bid

ALBANY, N.Y.—The American Association of University Professors has joined with the New York Educators Association and NEA in a bid to win the right to bargain for the 16,200 academic and professional staff members in the 32-campus State University of New York system.

Bargaining rights are currently held by United University Professions, a New York State United Teachers/AFT/AFL-CIO affiliate that has failed to negotiate adequate salaries and has bargained retrenchment language that permits the administration to lay people off—and to eliminate entire departments—virtually at will.

Announcing the comprehensive "organizational agreement" reached October 14, NYEA President Ed Robisch called the new alliance of AAUP and NYEA/NEA "a perfect marriage between the high standards by which organizations in higher education ought to be measured, and the practical and vital skills they must possess to represent their members effectively."

Right-Wing Dollars Fight Friends of Education

A statement by NEA President John Ryor

Aggressive new political action forces, including some on the far right, are raising millions of dollars as never before to defeat candidates for Congress who support the legislative goals of NEA and teachers. Recently formed conservative and far-right organizations are far outpacing education and labor for political action contributions.

For example, $6.8 million was raised by four leading right-wing groups during the first six months of this year. At the same time, your NEA Political Action Committee, with a potential of 1.8 million members, had only $239,000 on hand. **This means that teachers raised only $1 for every $30 collected by the new right.**

These right and radical right organizations are on a joy ride as never before. They are currently exploiting taxpayers in the fallout over Proposition 13. The aim of these conservatives and far-right wingers is simple: They want their people in and they want our people, out.

Right-wing political contributions are used to help elect politicians who vote against critical funds for education, collective bargaining for teachers, minimum wage, health security, and other benefits for teachers and education.

In addition to the millions being raised by the new right, even more millions—estimated at $25 million this year alone—are in the political coffers of the mushrooming corporate political action committees. Now numbering about 600, corporate PAC's are a major factor in political life. The lion's share of corporate PAC contributions, too, are directed toward candidates who vote against education measures.

We teachers are nearly two million strong. Our strength in the political process is unique. Our organization is made up of well-educated, articulate, and dedicated women and men in every voting precinct of our far-flung nation. This is political representation at its finest; one that politicians understand and, more importantly, respond to.

NEA-PAC, your political action voice, has served you well since its inception in 1972. In the six years that teachers have organized behind the political banner of NEA-PAC the gains for education at the federal level have been unprecedented.

But now our hard-won political power is being challenged, as we knew it would. The challenge that faces NEA-PAC from the right and other ultra-conservatives means we must double and redouble our efforts this year and in the elections to come.

What's needed now is a new effort and new commitment to meet our long-standing goal that each member make a one-dollar voluntary contribution to NEA-PAC and do it each year.

We've fallen far short of that goal. Only 14 percent of you participated last year. But that's probably because many of you have not been asked to contribute. Our experience has shown that the most productive fund-raising system includes these elements:

- It should be a payroll deduction system enabling all members to contribute easily.
- It must provide an opportunity for all members to be contacted.
- It should provide authorization for continuous payroll deduction.

As you can see, the need for NEA-PAC funds is greater now than ever. Political action is a continuing process and there is much new political ground to plow. So let us meet the challenge of our adversaries head-on. The best way you can do that is by supporting your independent political action committee, NEA-PAC—the teacher's voice for political action.

I urge you to invest in NEA-PAC now.

Tennessee Teachers Endorse Senator Baker's Reelection Bid

Senator Howard Baker (right) tells 300 T-PACE teachers: "I pledge that I will use every power at my disposal to see that [the Cabinet Department of Education bill] reaches the President's desk and is signed into law this year!" Listening (left) is George Kersey, Jr., T-PACE president and TEA past president.

NASHVILLE, TENN.—Teachers in this southern border state, who plunged into politics two years ago by endorsing a successful Democratic senatorial challenger, this fall proved their bipartisanship and their political savvy by overwhelmingly backing Republican Senator Howard H. Baker, Jr., potential presidential candidate and minority leader of the U.S. Senate, who is running for his third term.

It was the teachers' first endorsement of Senator Baker, only their second for a U.S. senatorial candidate. In 1976, they backed James R. Sasser, who unseated Bill Brock.

Teachers, divided over two candidates for governor, endorsed neither, though the Democratic candidate for public service commissioner received the seal of approval from Tennessee's-Political Action Committee for Education (T-PACE). In separate action, teachers have endorsed state legislative candidates.

Over 300 teachers active in politics—the chairperson, vice-chairperson, and treasurer from 100 local T-PACE units—met in a day-long session at McGavock Comprehensive High School auditorium September 30.

They listened attentively to the candidates, who appeared separately. In a two-step voting process, they voted to eliminate either a candidate or "no endorsement" from final consideration. In the second vote, which was not counted until evening after all candidates had been heard, the 300 T-PACE teachers voted for the two remaining choices.

Under that system, Senator Baker received 80.5 percent of the final vote. The T-PACE Executive Council then accepted the delegates' recommendation, unanimously voting to back the senator.

Though teachers clearly had a warm spot in their heart for Baker's opponent, Jane Eskind, the first woman endorsed by

Senator Clark

With the help of a precinct map, teachers plan a preelection "get out the vote" campaign finale. Teachers have worked for Dick Clark since last spring when they helped organize a 2,000-person rally featuring Sens. Edmund Muskie and John Glenn. This fall Rosalynn Carter and Sen. Edward Kennedy scheduled appearances at campaign functions attended by Iowa teachers. Working in the Des Moines Clark headquarters above are (left to right) Jim Rumely, Phil McDonald, Ken Tilp, Agnes Brewton, and Kris Blaskovich.

DES MOINES, IOWA—Teacher to teacher, neighbor to neighbor, Iowa educators pass the word—reelect Senator Dick Clark.

A former teacher and professor, Clark has compiled a near perfect education voting record during his first six-year term. He has supported national programs sought by Iowa teachers and NEA. Last May, Clark was endorsed for the second time by the Iowa Political Action Committee for Education (IPACE), the political arm of the Iowa State Education Association.

For the senator's 1972 race, Iowa teachers donated $735 from a $3,000 political fund. That was the first major IPACE candidate endorsement, and a victory for Clark and Iowa teachers. In six years, IPACE total contributions have jumped to $80,000 and teachers have donated $10,000 to Clark's 1978 campaign.

This year, inspired teachers like Agnes Brewton have volunteered time after school to work in the downtown Des Moines campaign office. "Dick Clark represents the grass roots," says Brewton, "He is accessible and he participates in our state meetings."

Kris Blaskovich, a special education teacher here, is campaigning for two reasons. First, she knows of Clark's interest in teacher issues like tuition tax credits, one-third federal funding of education, and women's rights. Second, Blaskovich says it is vital that teachers as citizens participate in politics.

Senator Clark supports federal legislation to guarantee full collective bargaining rights for teachers and other public employees. He says: "The problem is that state regulation of public sector collective bargaining results in a kind of

a major political party to run for statewide office in Tennessee, they were also obviously impressed by their senator's growing national stature.

Baker, who left a Saturday Senate session to fly home to Tennessee (one of the advantages of being minority leader, he told the *NEA Reporter*, is determining that nothing of major importance comes up when you have to leave), stressed that earlier that week, the U.S. Senate for the first time approved legislation for a separate Cabinet Department of Education.

"Though some have said I have less time to devote to the people in Tennessee because of my duties as minority leader, what authority and power I have, I exercise in trusteeship for the people of Tennessee," said the senator, who is making the transition to national leader while retaining his political base in Tennessee. As minority leader (since 1977), Baker pointed out, he represents more than just one vote, "for I can negotiate with the majority leader over legislation, such as the Cabinet Department of Education, which affects people in Tennessee."

While speaking to Joseph Califano, Secretary of Health, Education, and Welfare, "who does not have a good view of a separate Department of Education," Senator Baker related, "I told him the education professionals in my state think this is what we should do. And I will act on their behalf."

Asked how teachers can best communicate with him, Senator Baker said he receives 15,000 letters weekly. He is limited in the number of people he personally meets in a year—maybe 100,000 of Tennessee's 4 million citizens.

"The best communication is through organizations such as the Tennessee Education Association," the senator stated. "You should make sure the organization speaks your particular point of view."

Several teachers spoke of Senator Baker's accessibility and willingness to listen to teachers, particularly in recent years. His voting record shows growing support for positions backed by NEA, including HEW appropriations, pregnancy disability, and financial aid to college students.

Underlying teacher endorsement is the unspoken assumption that, as one teacher voiced it, "That man might be president one day."

Speech and language therapist Linda Fite, T-PACE treasurer from Rutherford County, asks Senator Baker why federal funds "seem to go for administration, when they need to go for the handicapped child." Replied the senator, "I really don't know." Even if more flexible federal funds were granted, he said, "there's also opportunity for abuse there."

Senator Howard Baker (left), TEA Executive Secretary and T-PACE Treasurer Cavit Cheshier (center), and NEA President John Ryor (right) discuss strategy for passing a separate Cabinet Department of Education in the Senate minority leader's Washington, D.C., office.

Inspires Iowa Teachers

crazy quilt pattern. Some states have good systems, some don't. And they really lack legal protection for many public employees."

On the issue of tuition tax credits, Clark says, "I think that the statistics would show quite clearly that the people who get the greatest benefit are those people who are in the very highest income brackets." He also thinks tuition tax credits are of questionable constitutionality because they violate the principle of separation of church and state.

Dubuque high school teacher Tom Determan adds one more reason teachers are behind Clark—his opponent, Roger Jepsen, "a member of the new right coalition." Another teacher described Jepsen as an opportunist who has capitalized on dramatic tax-cut proposals.

Ken Tilp, treasurer of IPACE, logs regular after-school hours at Clark headquarters. An avid weekend cyclist, Tilp continues his campaigning when he bikes the Des Moines countryside sporting a bright blue "Dick Clark for Senate" T-shirt. The last time he spoke with Senator Clark, Tilp introduced himself as a member of IPACE. Clark responded, "You guys are doing a really great job."

Pleasant Valley Education Association leaders Robert Anderson and Leona Mahr talk with Sen. Dick Clark (left), a candidate who supports such NEA issues as one-third federal funding of education. "This would help states in carrying out state aid equalization programs and thereby move further away from the private property tax," Clark said.

Agnes Brewton works each week in Dick Clark's Des Moines headquarters. She is especially interested in federal educational policy because she is a Title I reading and math teacher.

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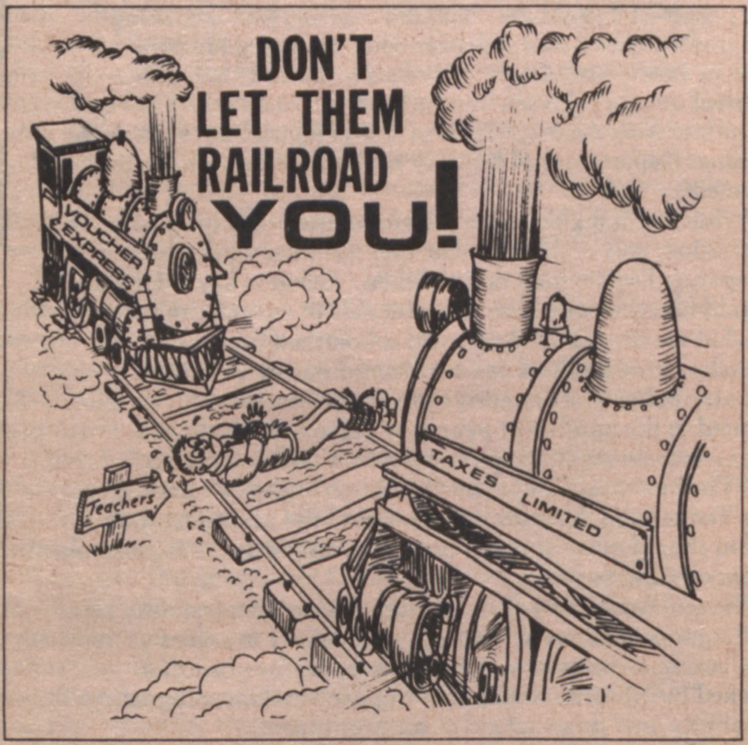


From material used by the Michigan Education Association in its campaign against tax-cutting constitutional amendments.

Missouri-NEA Teachers Seek Clay's Reelection

ST. LOUIS, MO.—Rep. William Clay urges teachers to disprove the current myths about public employees, "first, with performance. Second, you must develop your political muscle to its highest capacity."

Clay is running for reelection in Missouri's first congressional district—the northern half of the city of St. Louis and part of suburban St. Louis County. Teachers in the Missouri-NEA Political Action Committee have endorsed Clay, a former St. Louis alderman and civil rights activist, for a sixth term. Presently the congressman holds a senior seat on the House Education and Labor Committee and is a consistent supporter of NEA issues.

Clay has voted for collective bargaining legislation. He supported tighter day-care standards and proper funding of early childhood programs. Additionally, he helped increase federal subsidies for school lunches. He voted against tuition tax credits for elementary and secondary schools and has voted against education budget cuts.

Lillian Herndon, an elementary math teacher, has been a leader of Representative Clay's teacher forces. She has conducted campaign telephone drives and headed a voter registration blitz.

Herndon describes Clay as a "committed man who has stood up for his principles and shown an active interest in civil rights."

When asked to describe the impact teachers have made in his campaigns, Clay answered, "I keep winning."

Teachers Charlotte Light (left), Rose Singfield (second from right), and Lillian Herndon (right) meet with Rep. William Clay. The teachers are concerned about opposition to new and continuing education programs and about the effects of Proposition 13. Clay says that "the people of California will regret the day they passed Proposition 13 when they discover that the services cut are not just welfare programs in the inner city. Soon they will find out it's affecting police departments, fire departments, and schools."

Rep. William Clay of Missouri greets teachers Charlotte Light and Rose Singfield while on a campaign swing through St. Louis. The teachers say they admire Clay's outspokenness on civil rights issues. "He represents black people all over the nation, not just in his district," says Singfield.

Fight Proposition 13 Spin-Offs

While thousands of teachers across the nation were donating money and time to elect public officials who are friends of education, thousands more educators were campaigning to cancel Proposition 13 spin-offs which appear on the November ballot in fifteen states.

Michigan Amendments

Michigan voters will choose among three proposed state constitutional amendments. Two of the amendments deal with income or property tax limits; the third would convert Michigan's current school finance program into a state-supported voucher system.

The Tisch Amendment is Michigan's Proposition 13 clone. Tisch would amend the state constitution to reduce the current property assessment ratio from 50 percent to 25 percent of market value and limit annual assessment increases to 2.5 percent. In addition, Tisch would limit state income tax to a one percent increase totalling 5.6 percent.

Some economists expect the Tisch proposal would cost public schools an estimated 30 percent of their operating budgets, or about $900 million.

The second possible constitutional change, the Headlee Amendment, would cap state revenues at 9.2 percent of Michigan personal income for the previous year. It would also limit local tax revenues to the growth of the national consumer price index.

Headlee would prohibit the state from requiring any new or expanded activities by local governments without full state funding and would end any state shifts of the tax burden to local government.

The third, and most direct threat to Michigan's public education system, is a voucher proposal in which the current school finance plan would halt the use of local property taxes to fund education. Parents would receive vouchers from the state which could be used to send children to public, private, or parochial schools.

The Michigan Education Association, in coalition with the American Federation of State, County, and Municipal Employees, the Michigan Association of School Boards, and the Michigan Association of School Administrators, has created the Council Against Parochiaid to battle the voucher measure.

Edith Swanson, MEA vice-president, along with many other Michigan teacher-leaders, concedes that Tisch and Headlee are complicated and hard to understand. She hopes people will get confused by the three proposals, plus eight others that will appear on the same ballot, and vote no on all of them.

She warns that the passage of any combination would mean disaster for the public schools. For example, if the voucher proposal passes, approximately 220,000 students in parochial and private schools become available for public money. Racial integration could be threatened by money pumped into segregated "Christian schools." If Tisch also passes, the resulting lost money by the halved property tax will have devastating fiscal implications in the public schools, including lower per pupil expenditures, fewer building improvements, and higher teacher unemployment.

MEA has set aside almost $500,000 to inform the public of the proposals' consequences. Local satellites of the Council Against Parochiaid have sprung up to disseminate flyers, provide speakers, and develop media spots.

Oregon Measures

Closer to Proposition 13's home, Oregon voters will be considering two proposed tax-cutting amendments to the state constitution. Ballot measure six would limit property taxes to 1.5 percent of cash value. It would roll back assessments of 1975 assessed value or appraised value on later sale or new construction. It would allow an annual two percent inflation increase for assessments and would require two-thirds vote of each house for new or increased state taxes, a two-thirds vote for special local taxes.

The Oregon Education Association vehemently opposes ballot measure six. However, OEA supports the other proposition, measure 11, as a livable alternative, and as an acknowledgement of the need for tax reform. Ballot measure 11 provides that the state would pay one-half of the property taxes on owner-occupied principle residences up to $1,500. No payments would be made for business property. It would provide corresponding relief for renters and would limit increases in state spending to the rate of increase of total personal income in the state.

The Portland Association of Teachers has asked teachers to donate five dollars and five hours of activity to counter measure six. Each school in Oregon has a building captain in charge of informing and collecting funds.

In Eugene, NEA Director Tom Wiper is one of about 70 teachers who are actively involved to defeat ballot measure six: "If Six passes, it means a cut of $7 million from the state budget. Teachers can't help but feel the effects. Recent polls say 85 percent of Oregon's public employees are in favor of defeating Six. We'll be canvassing, soliciting, and telephoning the rest of Oregon's voters."

Oregon's citizens, like other Americans, are discontent because their incomes are going up, but prices and taxes are going up faster. Ted Romoser, president of the Oregon Education Association, says, "As we have talked with Oregonians about ballot measure six, we have found that many do not realize the measure's greatest impact would be on schools."

Romoser wrote in the September *Oregon Education:* "We are committed to the improvement of Oregon public schools and the improvement of teachers in this state. Those goals are threatened by an initiative measure on the November ballot . . . We must go to the public with our own case and with the needs of the schools. We have earned the right to better pay and fringes, but only our determination and willingness to work together will prevent the discontent of these times from becoming a tax revolt paid for by teachers."

And in Other States

The Nebraska State Teachers Association is fighting Proposition 302, a lid on government spending. The "Lid" is being assaulted by teachers from Scottsbluff to Omaha.

Idaho teachers are battling an initiative that would slice the state's average property tax revenues almost in half.

Arizona, Colorado, South Dakota, and Texas will have proposed constitutional amendments that could limit government revenues and expenditures on their November ballots.

Teachers are sending a message to tax-cut evangelists across the country: We need political leadership, viable alternatives, and sound solutions in the reform of our tax structure, rather than emotional slashes without foresight and study. Teachers are taking a leadership role to oppose measures in fifteen states which fail to adequately reform taxes while providing relief and ample services for the public.

From material used by the Michigan Education Association in its campaign against tax-cutting constitutional amendments.

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

School Survey Helps Civil Rights Enforcement

WASHINGTON, D.C.—NEA Teacher Rights officials are urging educators around the nation to cooperate with the new, abridged Elementary and Secondary School Survey prepared by HEW. Completed forms should be submitted to the Office of Civil Rights this month.

The 1978-79 survey, geared towards collecting statistics on race, national origin, sex, and handicap to effectively enforce various civil rights laws, were sent to 6,000 of the nation's 16,000 school districts in January 1978. These districts were selected for their large enrollments and because they were either under court order to desegregate, executing an anti-discrimination plan, applying for funds under the Emergency School Aid Act, or chosen at random.

Specifically, the survey will be used by the OCR to help enforce Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race and national origin in federally funded programs; Title IX of the Education Amendments Act of 1972, which prohibits discrimination on the basis of sex in federally funded education programs; and Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap in federally funded programs.

Gilda Gjurich, co-owner of a Santa Fe Springs construction company, is one of ten people profiled in a new segment of "Vegetable Soup," a children's television series recommended by NEA. The series presents characters, real and animated, in an effort to counter the negative effects of racial prejudice and isolation. "Vegetable Soup" is broadcast on both NBC-TV and the Public Broadcasting Service. Check local listing for dates and times.

Women Press ERA Ratification

NEA Caucuses Set Goals for Year

The officers and the eight regional coordinators of the NEA Women's Caucus steering committee and the four ethnic minority coordinators (liaisons for the five caucuses) gathered at NEA Center this fall to set goals for the year and to design a four-point program to meet those priorities.

ERA Ratification

Top political action focuses on passage of the Equal Rights Amendment in at least three of the 15 states still to ratify the ERA.

Terry Bergeson, chairperson of the Women's Caucus, lauded the passage of the extension bill of ERA as "a tremendous victory for women around the country and for the NEA. The strong commitment of the NEA and of John Ryor to ERA has translated into hard work by the Government Relations staff in Washington and intense lobbying of thousands of members across the country to pressure legislators into a yes vote on the extension without recision.

"Now we can concentrate our energies on the three remaining states necessary for the ERA itself and finally realize the goal of equality for women in the Constitution," she said.

To help promote ratification of ERA, the NEA Board of Directors appropriated $30,000 to target the remaining states with financial aid and staff assistance. John Wilson, North Carolina Board member, introduced the motion after consulting with the caucus on the wording and appropriateness of the action.

Caucus political activity will also encourage the states to develop guidelines for teacher certification and renewal that require training in race and sex equity issues. Several states, including Minnesota, Michigan, and Oregon, have already adopted model legislation.

Internal Monitoring

Bergeson called NEA's affirmative action plan an "excellent program that is not making enough progress." She asked, "Why aren't more women advancing in the Association?" The caucus plans to study NEA's governance structure and involvement with women's issues and programs, to suggest how to improve implementation of the plan.

Leadership Training

To strengthen governance leadership in the Association, the Women's Leadership Training Program was founded a few years ago through the actions of the Women's Caucus. The leadership training program sharpens the leadership skills of women in the profession to help them move into positions as teacher-leaders. It has helped NEA's Women's Caucus organize in two-thirds of the states. Eighteen states have yet to be reached. The caucus regional coordinators have worked with the program to encourage teacher involvement as delegates and officers of locals.

In addition, a special committee, to be chaired by Bergeson, received funding through the NEA Executive Committee to examine the issue of women's leadership in NEA.

Title IX—Sex and Race Equity

Because the federal provisions of Title IX exclude curriculum and textbook guidelines on antisex and race discrimination, the Women's Caucus will work toward initiation of strong state laws, similar to those of Washington, Massachusetts, and New Jersey, that enforce *human* equity in curriculums.

To this end, the caucus distributed copies of the Women's Education Equity Act to the NEA Board of Directors. WEEA provides monies for curriculum and training projects which combat sex bias in education and help to implement Title IX. The deadline for applications for federal grants is November 17, 1978. For further information on these funds, contact Joan Duval, Director, Women's Program Staff, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

The Women's Caucus is supported solely by membership dues and recruits members across the country. To support campaigns for ERA ratification and human equity in education, contact Terry Bergeson, NEA Women's Caucus, 4205 Evanston N., #206, Seattle, WA 98103.

Members of the NEA Women's Caucus await the decision of the NEA Board of Directors to establish a $30,000 fund to help non-ERA states promote ratification. Left to right, they are Doris Townes, Black Caucus coordinator; Mary Lee Reyna, Chicano-Hispano Caucus coordinator; Loretta Lum, West Coast Region coordinator; and Terry Bergeson, who chairs the Women's Caucus.

NEA Wins Big at University of D.C.

WASHINGTON, D.C.—The new University of the District of Columbia (UDC) will soon become America's first predominantly black university to enter into collective bargaining with faculty.

In a September election to choose an exclusive bargaining agent, the UDC Faculty Association/NEA outpolled an American Association of University Professors chapter, 190-105. The American Federation of Teachers, which bargains for Washington's K-12 teachers, was ruled off the ballot when it could not present a sufficient showing of faculty support.

UDC is a land grant institution enrolling some 14,000 students and offering a master's degree as the top credential. It has been created over a three-year period through a merger of three distinct public institutions: Federal City College, D.C. Teachers College, and the Washington Technical Institute. The 600 faculty members have been allowed little say in this slow and painful consolidation process.

Federal City and D.C. Teachers College faculties had been represented by NEA affiliates following bargaining elections in 1976, but their first rounds of negotiations were quickly frozen by the new joint board of trustees as the consolidation progressed. The two NEA chapters challenged the legality of the freeze in a court suit arguing that terms and conditions of faculty employment were being changed unilaterally by the administration during the crucial transition period, but the freeze continued.

Last spring the two NEA affiliates—plus a newly created one at the Van Ness campus (formerly Washington Technical Institute)—consolidated into the UDC Faculty Association/NEA and sought voluntary recognition as bargaining agent for the entire faculty; the trustees demanded a new university-wide election.

"We were not even fully certified before several major challenges faced us," says UDCFA President Syd Hall. "UDC is embarking upon a faculty evaluation program without guidelines, timelines, or forms, and the president of the university has submitted his own draft proposal for 'administrative policies,' ignoring the notice we sent him that those are the very items we feel should be negotiated bilaterally."

This fall's election win at UDC has sparked fresh organizing efforts at several other Washington colleges by DC/NEA, the NEA state-level affiliate in the nation's capital.

Refugees return to a still-burning Stalingrad in "The Unknown War," a series of 20 one-hour television programs recommended by NEA. Distributed by RKO Television and appearing on stations throughout the nation, the programs are narrated by Burt Lancaster and have Harrison E. Salisbury as script consultant. Using rare Russian film, the programs tell the story of World War II's most brutal battleground—the Eastern Front. (Check your local listings for dates and times.)

Teresa Stratas, soprano, plays Marenka in "The Bartered Bride," an all-English version of Smetana's comic opera to be broadcast Tuesday, November 21 at 8 p.m. (eastern time). NEA is recommending the telecast, which will be live from the Metropolitan Opera in New York City.

Carr Scholarship Guidelines Set

WASHINGTON, D.C.—The annual William G. Carr Scholarship Award, which is accepting applications until February 1, 1979, has broadened its eligibility requirements. The fellowship will now be offered for a study which develops leadership in the teaching profession; promotes, aids, or studies international or comparative education; strengthens independent professional organizations; and improves some aspect of professional association work.

The $2,000 grant—established in 1967 in honor of the former secretary of the NEA—is available to an NEA member, local or state staff member, or a teacher from another country.

The deadline for applications is February 1, 1979, and the winner to be selected by a subcommittee of the NEA Executive Committee will be announced in May.

Requests for information on the revised guidelines and applications may be directed to the William G. Carr Scholarship Award at NEA Center.

Statement of Ownership, Management, and Circulation

(Required by 39 U.S.C. 3685)

1. Title of publication: **NEA REPORTER**
   A. Publication no.: **375640.**
2. Date of filing: **October 1, 1978.**
3. Frequency of issue: Published 8 times a year (Sept., Oct., Nov., Dec., Jan./Feb., March, April, May/June).
   A. No. of issues published annually: 8.
   B. Annual subscription: Twenty cents (included in membership dues and available only as a part of membership).
4. Location of known office of publication: 1201 16th St., N.W., Washington, D.C. 20036.
5. Location of the headquarters or general business offices of the publishers: Same address as above.
6. Name and complete address of publisher and editor.
   Publisher—Susan Lowell (same address as above).
   Editor—Marshall O. Donley, Jr. (same address as above).
7. OWNER **(If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual must be given):** National Education Association (Chartered by special act of Congress—no stockholders); same address as above.
8. Known bondholders, mortgagees, and other security holders owning or holding 1 percent or more of total amount of bonds, mortgages, or other securities: None.
9. For completion by nonprofit organizatons authorized to mail at special rates (Section 132.122, PSM): The purpose and function, and nonprofit status of this organization and the exempt status for federal income tax purposes have **not** changed during preceding 12 months.
10. Extent and nature of circulation:

	Average No. Copies Each Issue During Preceding 12 Months	Actual No. Copies of Single Issue Published Nearest to Filing Date
A. Total No. Copies Printed **(Net Press Run)**	1,681,349	1,754,498
B. Paid Circulation		
1. Sales through Dealers and Carriers, Street Vendors and Counter Sales	—	—
2. Mail Subscriptions	1,654,285	1,721,386
C. Total Paid Circulation **(Sum of 10B1 and 10B2)**	1,654,285	1,721,386
D. Free Distribution by Mail, Carrier or Other Means. Samples, complimentary, and other free copies	18,460	16,834
E. Total Distribution **(Sum of C and D)**	1,672,745	1,738,220
F. Copies Not Distributed		
1. Office Use, Left-Over, Unaccounted, Spoiled after printing	8,604	16,278
2. Returns from New Agents	—	—
G. Total **(Sum of E & F1 and 2—Should equal net press run shown in A)**	1,681,349	1,754,498

11. I certify that the statements made by me above are correct and complete — Marshall O. Donley, Jr., Editor
12. For completion by publishers mailing at the regular rates (Section 132.121, Postal Service Manual): Not applicable.
    39 U.S.C. 3626 provides in pertinent part: "No person who would have been entitled to mail matter under former section 4539 of this title shall mail such matter at the rates provided under this subsection unless he files annually with the Postal Service a written request for permission to mail matter at such rates." In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the phased postage rates presently authorized by 39 U.S.C. 3626: Marshall O. Donley, Jr., Editor.

Notice of Political Activity Rebate Procedure

A nonmember of NEA who is required to pay an agency shop, fair share, or similar fee which is equivalent to dues of members to a NEA affiliate is eligible to receive a rebate of that portion of the fee which otherwise would be used by the NEA for political activity.

As used herein, the phrase "political activity" means (1) the administration of the NEA's independent political action committee (*i.e.*, NEA-PAC), (2) the determination and/or publicizing of the NEA's preference for a candidate for political office, (3) efforts to enact, defeat, repeal, or amend legislation which is not related to the working conditions (legislation establishing collective bargaining, professional negotiation, or some other system of employer-employee relations shall be deemed related to working conditions), welfare, or working environment of employees represented by the NEA and/or its affiliates, or (4) contributions to charitable, religious, or ideological causes.

Request for Rebate

A nonmember may request a rebate by sending a written communication to:

Political Activity Rebate
Office of Affiliate Relations
National Education Association
1201 - 16th Street, N.W.
Washington, DC 20036

The communication must include a statement by the nonmember that he or she is not a member of the NEA, objects to the expenditure by the NEA of any portion of his or her fee for political activity, a request for a rebate, and the following information: (1) the name and address of the nonmember; (2) the position in which the nonmember is employed; (3) the name of the NEA affiliate which is the nonmember's collective bargaining representative; and (4) the amount of the fee which the nonmember is required to pay to the collective bargaining representative for the membership year in question. The communication must be postmarked not more than thirty (30) days after the nonmember paid any portion of the fee to the collective bargaining representative, or the posting of a Political Activity Rebate Notice by the collective bargaining representative, whichever is later.

The amount of a nonmember's rebate is determined by multiplying the amount that he or she is required to pay to the NEA during the membership year in question by the percentage of the NEA budget which is expended for political activity during that year. A preliminary determination has been made that during the 1978-79 membership year 6 percent of the NEA budget will be expended for political activity. After the membership year has ended, a final determination will be made on the basis of the amount actually expended for political activity. Each nonmember who requests a rebate will be notified in writing of the amount to which he or she is entitled and the procedure for payment.

If service fees charged to nonmembers are established at an amount less than regular dues and the difference is greater than the actual rebate, the full rebate will be considered to have been paid to the nonmember by virtue of the reduction. If the difference is not greater than the rebate, nonmembers will be entitled only to that portion of the rebate which exceeds the difference between regular dues and the reduced fees.

NEA Board of Directors Roll-Call Votes

At its February 1975 meeting, the NEA Board of Directors voted to require that roll-call votes of the Board be published in the *NEA Reporter*. Six such votes, taken by the Board at its September 29-30, 1978, meeting, appear here.

(Because of copy deadlines for this issue of the *Reporter*, the six votes listed here are unofficial. Any official corrections will be reported in a later issue.)

Subjects of Roll-Call Votes:

#1—Appropriation of $90,000 from contingency funds to cover first-class mailing costs for *NEA NOW* (121-YES, 2-NO, 6-NOT VOTING)

#2—Appropriation of $195,000 from contingency funds to implement NEA programs in opposition to tax and expenditure limitation proposals (123-YES, 6-NOT VOTING)

#3—Appropriation of $14,000 from contingency funds to supplement transportation costs for a meeting of public relations specialists and editors prior to the NEA-RA (81-YES, 42-NO, 6-NOT VOTING)

#4—Appropriation of $30,000 from contingency funds to assist non-ERA states in promoting ratification (121-YES, 8-NOT VOTING)

#5—Authorization for the utilization of available cash in the Capital Improvement Fund for building improvements (122-YES, 7-NOT VOTING)

#6—Appropriation of $100,000 from contingency funds to assist state affiliates in combating tax limitation proposals (119-YES, 2-NO, 8-NOT VOTING)

KEY: "Y" voted in favor of this issue "O" not voting (includes absentees and nonrespondents) "N" voted in opposition to the issue

NAMES	STATE	1	2	3	4	5	6	NAMES	STATE	1	2	3	4	5	6	NAMES	STATE	1	2	3	4	5	6
Butler	Ala.	Y	Y	Y	Y	Y	Y	Dunn	Mass.	Y	Y	Y	Y	Y	Y	Wyland	Pa.	Y	Y	Y	Y	Y	Y
Dotson	Ala.	Y	Y	Y	Y	Y	Y	Gilmore	Mass.	Y	Y	Y	Y	Y	Y	del Valle	P.R.	Y	Y	Y	Y	Y	Y
Potter	Alaska	Y	Y	N	Y	Y	Y	Johnson	Mass.	Y	Y	Y	Y	Y	Y	Mello	R.I.	Y	Y	N	Y	Y	Y
Guy	Ariz.	Y	Y	N	Y	Y	Y	Schutt	Mass.	Y	Y	N	Y	Y	Y	Allen	S.C.	Y	Y	N	Y	Y	Y
Rochford	Ariz.	Y	Y	N	Y	Y	Y	Christian	Mich.	O	O	O	Y	Y	Y	Cooper	S.C.	Y	Y	N	Y	Y	Y
Thompson	Ark.	Y	Y	N	Y	Y	Y	Duckworth	Mich.	Y	Y	Y	Y	Y	Y	Horgen	S.D.	Y	Y	Y	Y	Y	Y
Edwards	Calif.	O	O	O	O	O	O	Jackson	Mich.	Y	Y	Y	Y	Y	Y	Martin	Tenn.	Y	Y	Y	Y	Y	Y
Estrellas	Calif.	Y	Y	N	Y	Y	Y	Kosa	Mich.	Y	Y	Y	Y	Y	Y	Pike	Tenn.	Y	Y	Y	Y	Y	Y
Foglia	Calif.	Y	Y	Y	Y	Y	Y	Safronoff	Mich.	Y	Y	Y	Y	Y	Y	Utley	Tenn.	Y	Y	Y	Y	Y	Y
Hodgkins	Calif.	Y	Y	Y	Y	Y	Y	Bauermeister	Minn.	Y	Y	Y	Y	Y	Y	Brock	Texas	N	Y	Y	Y	Y	Y
Kuiper	Calif.	Y	Y	N	Y	Y	Y	Holman	Minn.	Y	Y	Y	Y	Y	N	Foster	Texas	Y	Y	Y	Y	Y	Y
Logue	Calif.	Y	Y	Y	Y	Y	Y	Newton	Minn.	Y	Y	Y	Y	Y	Y	Harrell	Texas	Y	Y	Y	Y	Y	Y
Shaw	Calif.	Y	Y	Y	Y	Y	Y	Woods	Miss.	Y	Y	Y	Y	Y	Y	Hilger	Texas	Y	Y	Y	Y	Y	Y
Tinson	Calif.	Y	Y	Y	Y	Y	Y	Keeling	Mo.	Y	Y	N	Y	Y	Y	Hunt	Texas	O	O	O	O	O	O
Vick	Calif.	Y	Y	Y	Y	Y	Y	Johnson	Mont.	Y	Y	Y	Y	Y	Y	Reininger	Texas	Y	Y	Y	Y	Y	Y
Bradshaw	Colo.	Y	Y	N	Y	Y	Y	Kaldahl	Nebr.	Y	Y	Y	Y	Y	Y	Chatterton	Utah	Y	Y	Y	Y	O	Y
Lansford	Colo.	Y	Y	N	Y	Y	Y	Conrad	Nev.	Y	Y	N	Y	Y	Y	Chaffee	Vt.	Y	Y	Y	Y	Y	Y
Bell	Conn.	Y	Y	Y	Y	Y	Y	Sargent	N.H.	Y	Y	Y	Y	Y	Y	Coffey	Va.	Y	Y	Y	Y	Y	Y
Rossomando	Conn.	Y	Y	Y	Y	Y	Y	Blackburn	N.J.	Y	Y	Y	Y	Y	Y	Nelson	Va.	Y	Y	Y	Y	Y	Y
Gates	Dela.	Y	Y	Y	Y	Y	Y	Gibson	N.J.	Y	Y	Y	Y	Y	Y	South	Va.	Y	Y	Y	Y	Y	Y
Coluzzi	D.C.	Y	Y	N	Y	Y	Y	Owens	N.J.	Y	Y	N	Y	Y	Y	Aucutt	Wash.	Y	Y	Y	Y	Y	Y
Myrick	Fla.	Y	Y	Y	Y	Y	Y	Parish	N.J.	Y	Y	Y	Y	Y	Y	Peterson	Wash.	Y	Y	Y	O	Y	Y
Wilson	Fla.	Y	Y	Y	Y	Y	Y	Ward	N.J.	Y	Y	Y	O	Y	Y	Keeney	W. Va.	Y	Y	Y	Y	Y	Y
Husbands	Ga.	Y	Y	Y	Y	O	O	Smith	N. Mex.	Y	Y	Y	Y	Y	Y	Blank	Wisc.	Y	Y	N	Y	Y	Y
Wright	Ga.	Y	Y	Y	Y	Y	Y	Pisa	N.Y.	Y	Y	Y	Y	Y	Y	Niemeier	Wisc.	Y	Y	Y	Y	O	O
Nakano	Hawaii	Y	Y	N	Y	Y	Y	Washington	N.Y.	Y	Y	Y	Y	Y	Y	Stephenson	Wisc.	Y	Y	Y	Y	Y	O
Ducker	Idaho	Y	Y	Y	Y	Y	Y	Jones	N.C.	Y	Y	N	O	Y	Y	Fitch	Wyo.	Y	Y	Y	Y	Y	Y
Barrow	Ill.	Y	Y	Y	Y	Y	Y	Rader	N.C.	Y	Y	N	Y	Y	Y	Benson	At-large	Y	Y	Y	Y	Y	Y
Betterman	Ill.	Y	Y	Y	Y	Y	Y	Wilson	N.C.	Y	Y	N	Y	Y	Y	Futrell	At-large	Y	Y	Y	Y	Y	Y
Mack	Ill.	Y	Y	Y	Y	Y	Y	Larson	N.D.	Y	Y	Y	Y	Y	O	Newkirk	At-large	O	O	O	O	O	O
Rich	Ill.	Y	Y	Y	O	Y	Y	Luddeke	Ohio	Y	Y	Y	Y	Y	Y	Sproul	At-large	Y	Y	Y	Y	Y	Y
Hock	Ind.	Y	Y	N	Y	Y	Y	Potts	Ohio	Y	Y	Y	Y	Y	Y	Bateman	SNEA	Y	Y	N	Y	Y	Y
Vandersteen	Ind.	Y	Y	N	Y	Y	Y	Savage	Ohio	Y	Y	Y	O	O	O	Kroll	SNEA	O	O	O	Y	Y	Y
Halliburton	Iowa	O	O	O	Y	Y	Y	Willcox	Ohio	Y	Y	Y	Y	Y	Y	Mann	SNEA	Y	Y	N	Y	Y	Y
Mitchell	Iowa	Y	Y	N	Y	Y	Y	Dyer	Okla.	Y	Y	Y	Y	Y	Y	Bowser	Ex. Com.	Y	Y	N	Y	Y	Y
Peterson	Kans.	Y	Y	Y	Y	Y	Y	Fulton	Okla.	Y	Y	N	Y	Y	Y	Bruch	Ex. Com.	Y	Y	N	Y	Y	Y
Steels	Kans.	Y	Y	Y	Y	Y	N	Lawrence	Ore.	Y	Y	N	Y	Y	Y	Fujimori	Ex. Com.	Y	Y	N	Y	Y	Y
Nall	Ky.	Y	Y	Y	Y	Y	Y	Wiper	Ore.	Y	Y	N	Y	Y	Y	Lipscomb	Ex. Com.	Y	Y	N	Y	Y	Y
Pessarelli	Ky.	Y	Y	Y	Y	Y	Y	Rollins	OV	Y	Y	Y	Y	Y	Y	Woodard	Ex. Com.	Y	Y	N	Y	Y	Y
Kelly	La.	Y	Y	Y	Y	Y	Y	Angle	Pa.	Y	Y	Y	Y	Y	Y	Wynn	Ex. Com.	Y	Y	N	Y	Y	Y
Sullivan	Maine	Y	Y	N	Y	Y	Y	Burse	Pa.	Y	Y	N	Y	Y	Y	McGarigal	Ex. Com.	Y	Y	N	Y	Y	Y
Elliott	Md.	N	Y	N	Y	Y	Y	Farr	Pa.	Y	Y	Y	Y	Y	Y	McGuire	Ex. Com.	Y	Y	N	Y	Y	Y
Jones	Md.	Y	Y	N	Y	Y	Y	Freitag	Pa.	Y	Y	Y	Y	Y	Y	Ryor	Ex. Com.	Y	Y	N	Y	Y	Y

Statements Regarding Roll-Call Votes

Roll-Call Votes #1 & #2

Calvin Halliburton (Iowa) was not present at the time of the votes regarding appropriations from contingency funds of $90,000 to cover first-class mailing costs for *NEA NOW* and $195,000 to implement NEA programs in opposition to tax and expenditure limitation proposals, but requested that his affirmative positions be recorded.

Roll-Call Vote #3

Calvin Halliburton (Iowa) was not present at the time of the vote regarding an appropriation from contingency funds of $14,000 to supplement transportation costs for a meeting of public relations specialists and editors prior to the NEA-RA, but requested that his negative position be recorded.

Roll-Call Vote #4

Marilyn Rich (Ill.) was not present at the time of the vote regarding a $30,000 appropriation from contingency funds to assist non-ERA states in promoting ratification but requested that her affirmative position be recorded.

Marilyn Ward (N.J.), *Ruth Jones* (N.C.), and *David Peterson* (Wash.) were serving as election tellers and not present at the time of the vote regarding a $30,000 appropriation from contingency funds to assist non-ERA states in promoting ratification but requested their affirmative positions recorded.

Roll-Call Vote #5

Kay Chatterton (Utah) was not present at the time of the vote regarding authorization for the utilization of available cash in the Capital Improvement Fund for building improvements but requested that her affirmative position be recorded.

Roll-Call Vote #6

Lee Betterman (Ill.) was not present at the time of the vote regarding an appropriation of $100,000 from contingency funds to assist state affiliates in combating tax limitation proposals but requested that her affirmative position be recorded.

Guard Against Accidents...
Help Safeguard Your Financial Security.

A serious accident can change your life and the life style of your family. And, all too often, there is nothing you can do to prevent it.

Because a sudden accident can threaten the valuable and important things in life, your Association, in cooperation with The Prudential Insurance Company of America, has an Accidental Death and Dismemberment (AD&D) policy available to unified members and their families. **For $19 a year, you get the security of knowing your whole family is covered, 24 hours a day, 365 days a year, anywhere in the world. Unified members are eligible for up to $130,000 for certain accidents (as outlined in the table below).** And there's no medical examination required for enrollment.

NEA's AD&D insurance can't protect you from accidents, but it *can* help you guard against the high expenses and financial hardships that often follow.

For an additional $4 a year, members less than age 60 can also get an optional $500 per month Disability Benefit along with AD&D. This benefit assures you a regular income if you become totally disabled as the result of accidental injury. It is payable **regardless** of any sick leave or disability income you may be entitled to from other sources.

Think about the security offered by the full AD&D program with Optional Disability. Don't make an educated guess—make sure. Enroll today for this outstanding Association benefit . . . because you can never outguess the unexpected.

AD&D Benefits are payable as follows:

If the AD&D Coverage is for:	Annual Contri-bution	Accident Occurring While a Passenger on a Public Conveyance	Any Other Accident
Member Only	$19	$130,000*	$30,000
Member and Eligible Spouse	19	100,000* 30,000	20,000 10,000
Member and Each Eligible Child	19	100,000* 30,000	20,000 10,000
Member, Eligible Spouse and Each Eligible Child	19	100,000* 15,000 15,000	20,000 5,000 5,000

***Benefits marked with asterisk will increase as described under "Unified Membership Has Its Benefits."**

Losses Covered by AD&D:

In any one accident, the full benefit amount determined from the table is payable for the loss of life; both hands; both feet; sight of both eyes; one hand and one foot; one hand and sight of one eye; or one foot and sight of one eye. One-half the benefit is payable for loss in any one accident of one foot; one hand; or the sight of one eye. In order to be covered, these losses must occur within one year** (90 days for persons age 70 or over)** of the covered accident. Benefits are payable to you if living, otherwise to any beneficiary you name.

****Time limitations are not applicable in Pennsylvania.**

Unified Membership Has Its Benefits.

Effective October 1, 1975, your Association and Prudential upgraded certain AD&D benefits, denoted by an asterisk in the table above. The benefit payable to a unified member for a loss resulting from an accident on a public conveyance will increase at the rate of $10,000 on each anniversary of the member's effective date of coverage after October 1, 1975, for five continuous years to a maximum additional benefit of $50,000. For example, after five years, a "member only" would be insured for $180,000 — $130,000 plus $50,000.

Eligibility:

This program is available to all unified members. Eligible dependents may be included for the Accidental Death and Dismemberment portion only.

If your spouse is not already insured as a unified member, he or she can qualify as an eligible dependent as long as you are not legally separated. In addition, all unmarried children (including legally adopted, foster and step-children who are dependent on you for support) are eligible, provided they are between the ages of two weeks and 21 years or to age 25 if dependent upon you for support. Newborn children are automatically insured once they are two weeks old; it is not necessary to notify the insurance company of new dependent inclusions since there will be no additional charge. Dependents' coverage may be added at the time you enroll or at any time thereafter. If both you and your spouse are insured as unified members, only one of you may include your children as dependents. Spouse and children who are insured under this program as unified members are not eligible for coverage as dependents.

Your dependents' coverage will remain in effect until they are no longer eligible as described above, or until your coverage terminates, whichever comes first. Your coverage will continue, regardless of your employment status, for as long as this program is in effect, if you maintain membership in the Unified Association and continue to make the annual contribution. In the case of your death, your dependents will be offered the opportunity to continue until they are no longer eligible.

Optional Disability for $4 Per Year:

(For Members Only: Not Available to Dependents)

For an additional $4 per year, an Optional Disability Benefit can provide you with $500 per month should you become totally disabled within 30 days after and as a result of an accidental injury. The injury must occur while you are insured for this benefit and before you attain age 60. Benefits are payable while you remain totally disabled up to 10 years or until attainment of age 65, whichever occurs first. This benefit will begin after the 26th week of total disability.

To be considered "totally disabled," you must, as a result of your disability, be unable to engage in any and every occupation for which you are reasonably fitted by education, training or experience, and you must not be performing any gainful work. Proof of total disability must be furnished to Prudential as required.

THESE BENEFITS ARE PAID TO YOU *REGARDLESS* OF ANY OTHER COVERAGE YOU MAY HAVE.

Additional Important Facts:

- No medical examination is required for enrollment.
- There is no age limit for enrollment in AD&D coverage. However, the Disability Benefit is limited to members less than age 60.
- NEA's AD&D program is underwritten by The Prudential Insurance Company of America, a company noted for financial responsibility and high quality service for nearly a century.
- Your contribution remains the same no matter how many eligible dependents you include.
- Benefits are paid in full no matter what other insurance coverage you have.

Exclusions (Fine Print):

Optional Disability Benefits are not paid until after the twenty-sixth week of total disability.

For persons under age 70, accidental death and dismemberment losses are not covered if sustained more than a year** after a covered accident; if age 70 or over, more than 90 days**.

The program does not cover losses, or disability where applicable, resulting from: suicide; attempt at suicide; intentionally self-inflicted injury; bodily or mental infirmity or disease; infection; war or any act of war; active duty in the armed forces; riding in races or testing automotive vehicles on a track or speedway; riding in (including boarding or leaving) any land or water conveyance operated by a common carrier or any aircraft, if the covered individual is operating or assisting in the operation, is giving or receiving training, or has duties aboard such conveyance or aircraft or, if aircraft, is being used for test or experimental purposes.

****Time limits not applicable in Pennsylvania.**

How to Enroll:

Fill out the enrollment form and mail it to us with your first year's contribution: $19 for the basic AD&D coverage; $23 if you wish to take advantage of the Optional Disability Benefit. Your insurance becomes effective upon receipt of your initial premium payment, and acceptance of your enrollment form by Prudential.

Underwritten by:

Prudential — The Prudential Insurance Company of America. Licensed in all states. Principal offices in Newark, New Jersey

UNIFIED SPECIAL SERVICES
NEA ...We're listening.

ORD 70075 Policy Form Serial U

Accidental Death & Dismemberment Program,
P.O. Box 433, Fort Washington, PA. 19034 R-1178

Statements By Member To Be Insured (Please print all answers)

NAME ______________________
Last First Middle Initial

RESIDENCE ______________________
Street

______________________ DATE OF BIRTH: ______________________
City State Zip Code Mo. Day Year

BENEFICIARY AND RELATIONSHIP (example: Mary A. Doe, NOT Mrs. John Doe)

____
First Name Middle Initial Last Name Relationship

ARE YOU A UNIFIED MEMBER? ☐ Yes ☐ No

INDICATE COVERAGE DESIRED:

☐ AD&D PLUS DISABILITY BENEFIT ($23.00) ☐ AD&D ONLY ($19.00)

Enrollment for Disability Benefit is limited to members less than age 60.

INDICATE COVERAGE DESIRED (please check one):

☐ Member only ☐ Member and each eligible child

☐ Member and spouse ☐ Member, spouse and each eligible child

Disability Benefit does not apply to dependents.

I declare statements and answers contained herein are complete and true and understand that they are the basis for providing group accident coverage under a policy (or policies) issued by The Prudential Insurance Company of America to the National Education Association. I also declare that I am not already enrolled in the Accidental Death and Dismemberment Program.

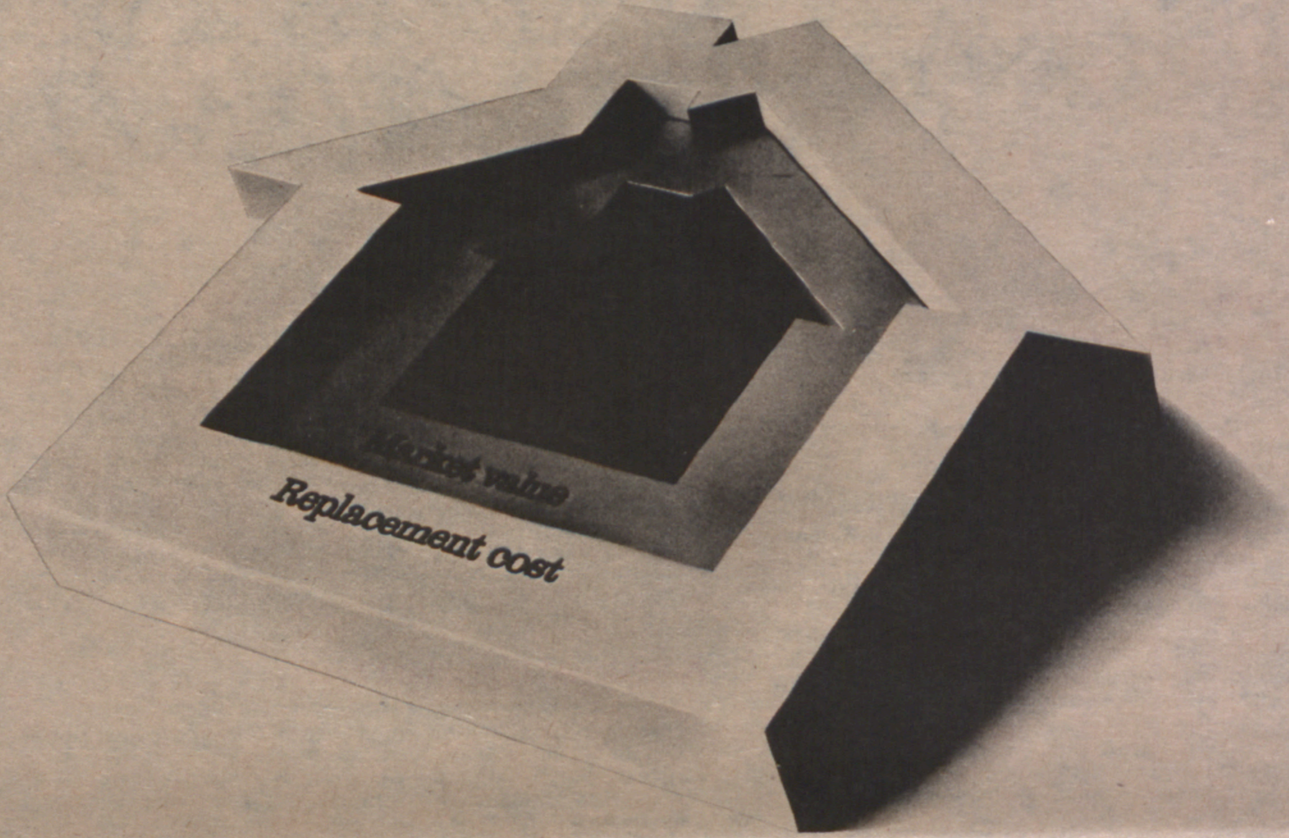
Date Signed ______________________, 19____

SIGNATURE OF MEMBER ______________________

Make Check Payable to: NEA AD&D Insurance

Ident. No. Eff. Date Dep. Plan Code

Remember, it's the replacement cost that counts



Don't get caught in the middle.

If you lost your home today through a catastrophe like a fire or storm, chances are you'd find yourself *in the middle* with a homeowners' insurance policy that would be insufficient to replace your home at today's costs.

As a unified member, we want you to know the effects of inflation on your home's value. What many of us have not realized is that the cost of building materials and labor is rising far faster than the increases in market value. If you were to upgrade your homeowners' insurance, you would probably reach the second step . . . *market value.* After all, you have a good idea of what your home could be sold for today. However, your home should be insured to its replacement cost.

Your Association, through the Horace Mann Insurance Company, offers you a homeowners' policy that can cover your home to its *replacement cost* (the actual dollar amount it would take to rebuild your home). That's what homeowners' insurance is all about.

Evaluate your home.

Our Homeowners' Evaluator is a simple calculation device that helps you determine the replacement cost of your home in today's world. And we have a renters' evaluator for apartment dwellers.

As a unified member, there's no charge or obligation for this evaluator. If you need assistance, professional advice or a quote on the amount of insurance you need, we'll be glad to help, *at your request.*

The Homeowners' Evaluator.

It's one more way your Association watches out for you. Making sure your home is insured to value . . . that's our policy.

For adequate coverage on your home, please complete and mail this coupon today.

UNIFIED SPECIAL SERVICES

NEA...We're listening

Insuring America's Teachers Horace Mann

Underwritten by:
Horace Mann Insurance Company

Horace Mann • c/o Marketing Services
1 Horace Mann Plaza • Springfield, Illinois 62715

R-1178

Please send me:
- ☐ Information on Homeowners' Insurance
- ☐ A free Homeowners' Evaluator
- ☐ Information on Mobile Home Insurance
- ☐ Information on Condominium Insurance
- ☐ Information on Renters' Insurance
- ☐ A free Renters' Evaluator
- ☐ Please have a Horace Mann Representative contact me.

Name ____________________ Phone ____________________

Address ____

City ______________ State ______________ Zip ______________

School ____

School District ____________________ Phone ____________________

My Homeowners' Policy Expires ______________

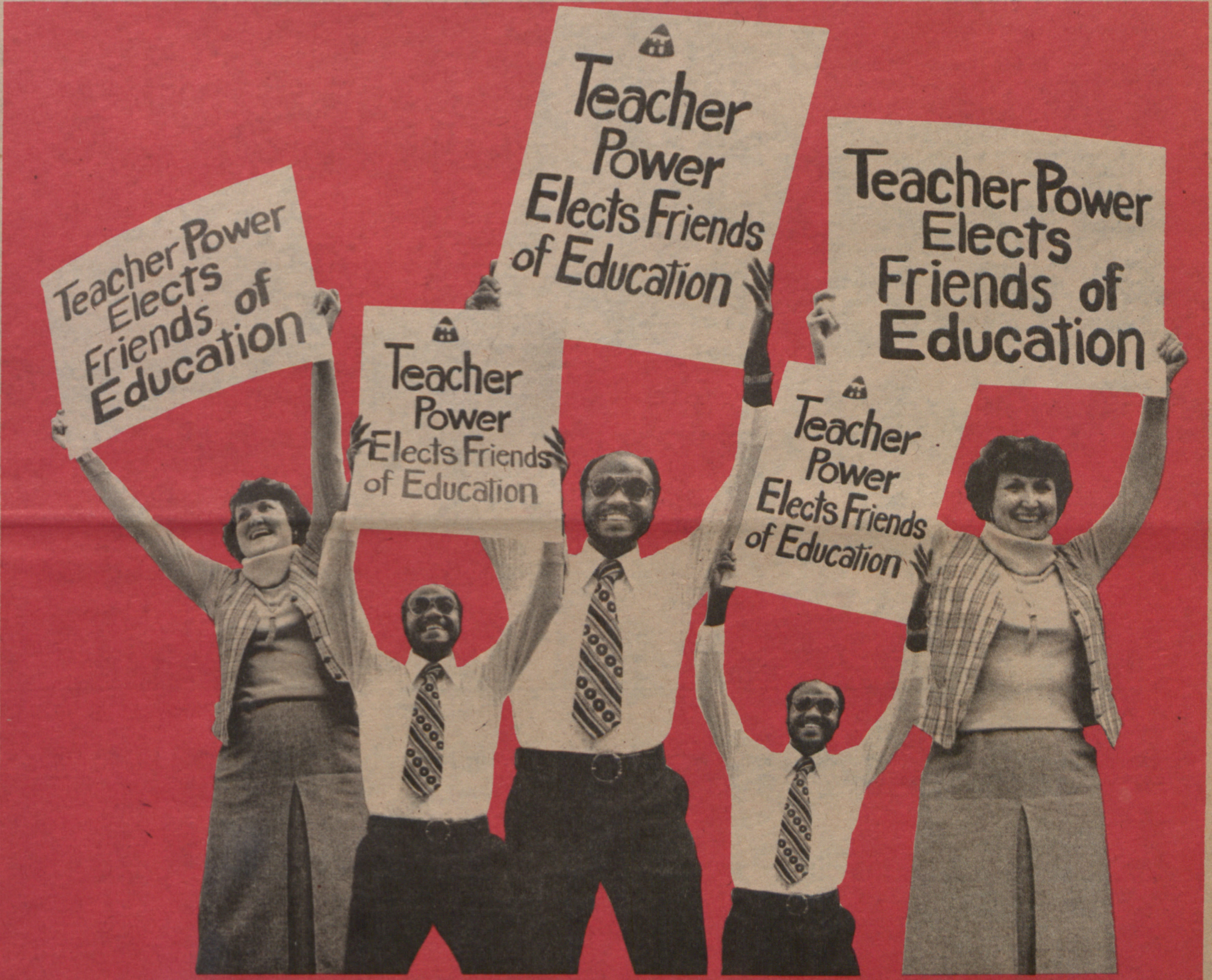
Circulation this issue: 1,797,872

December 1978
Vol. 17, No. 8

NEA REPORTER

Published by the National Education Association

Washington, D.C.



Story Begins on Page 3

ALSO:

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NEA Seeks Equity for Teachers in Anti-Inflation Push 8

95th Congress—A Good Record for the Schools 9

NEA Urges More Teacher Centers 13

Teacher-Backed Candidates, State by State

The following table is a complete list of the U.S. Senate and House of Representatives candidates endorsed by NEA's Political Action Committee. A total of 271 candidates—247 in the House and 24 in the Senate—were supported by NEA-PAC in the general election.

Dollar amounts in the table show financial contributions to candidates by NEA-PAC in 1977 and 1978. Candidates who did not receive contributions received letter endorsements.

Candidates in 46 states were endorsed.

At press time, one race was unsettled: In Virginia's Senate race, Republican John Warner and Democrat Andrew Miller were only a few thousand votes apart with reports of errors in counting coming from various parts of the state. The Republican candidate was leading, and the tables on this page show Miller as the losing candidate.

Winners appear in black; losers are in color.
▶ appears before candidates who challenged an incumbent.
○ appears before candidates in an open race (no incumbent running).
If no symbol precedes a candidate's name, the candidate was the incumbent.
Numbers before names indicate congressional districts; AL = at large; S indicates a Senate race.

Alabama
○ S Donald Stewart (D) $2,000
▶ 2 Wendell Mitchell (D) $500
6 John Buchanan (R) $2,000

Alaska
AL Don Young (R) $600

Arizona
2 Morris Udall (D) $1,000
▶ 4 Mike McCormick (D) $500

Arkansas
○ 2 Doug Brandon (D) $4,000

California
1 Harold Johnson (D)
○ 4 Vic Fazio (D) $1,000
5 John Burton (D)
6 Phillip Burton (D) $3,000
7 George Miller (D) $1,000
8 Ronald Dellums (D)
9 Fortney (Pete) Stark (D) $200
10 Don Edwards (D)
13 Norman Mineta (D) $1,000
○ 15 Tony Coelho (D) $1,000
16 Leon Panetta (D) $1,100
17 John Krebs (D) $500
▶ 20 Pat Lear (D)
21 James Corman (D)
23 Anthony (Tony) Beilenson (D)
24 Henry Waxman (D)
25 Edward Roybal (D) $1,000
▶ 27 Carey Peck (D) $1,000
○ 28 Julian Dixon (D) $4,000
29 Augustus Hawkins (D) $1,000
30 George Danielson (D)
31 Charles Wilson (D)
32 Glenn Anderson (D)
○ 33 Dennis Kazarian (D) $1,000
34 Mark Hannaford (D) $4,500
35 Jim Lloyd (D) $1,000
36 George Brown Jr. (D)
○ 37 Jerry Lewis (R) $1,000
38 Jerry Patterson (D) $1,000
○ 39 William Farris (D)
▶ 40 Jim McGuy (D)
▶ 41 King Golden Jr. (D)
42 Lionel Van Deerlin (D)

Colorado
S Floyd Haskell (D) $6,000 (Primary and General)
1 Patricia Schroeder (D) $1,500
2 Timothy Wirth (D) $3,000
○ 3 Ray Kogovsek (D) $1,000
○ 5 Gerry Frank (D) $1,000

Connecticut
2 Christopher Dodd (D) $900
4 Stewart McKinney (R)
○ 5 William Ratchford (D) $500
6 Toby Moffett (D) $500

Delaware
▶ AL Gary Hindes (D)

Florida
○ 1 Earl Hutto (D) $1,000
2 Don Fuqua (D) $200
▶ 5 David Best (D)
○ 9 Bill Nelson (D)
▶ 12 Edward Stack (D) $1,000
13 William Lehman (D)
14 Claude Pepper (D) $1,000
15 Dante Fascell (D)

Georgia
S Sam Nunn (D)
1 Bo Ginn (D)
9 Ed Jenkins (D) $500

Hawaii
1 Cecil Heftel (D) $1,300
2 Daniel Akaka (D) $1,300

Idaho
▶ 1 Roy Truby (D) $2,500
▶ 2 Stan Kress (D) $3,000

Illinois
S Charles Percy (R) $100
3 Marty Russo (D)
7 Cardiss Collins (D)
8 Dan Rostenkowski (D)
9 Sidney Yates (D)
10 Abner Mikva (D) $2,400
○ 22 Terry Bruce (D) $6,000 (Primary and General)
23 Melvin Price (D)
24 Paul Simon (D) $1,000

Indiana
1 Adam Benjamin (D)
2 Floyd Fithian (D) $500
3 John Brademas (D)
▶ 4 John Walda (D)
6 David Evans (D) $2,000
▶ 7 Charlotte Zietlow (D) $3,000
8 David Cornwell (D) $1,000
9 Lee Hamilton (D)
10 Phil Sharp (D)

Iowa
S Dick Clark (D) $5,000
2 Michael Blouin (D) $4,000
4 Neal Smith (D)
5 Tom Harkin (D)
6 Berkley Bedell (D) $500

Kansas
○ S Bill Roy (D) $6,000 (Primary and General)
2 Martha Keys (D) $2,000
4 Dan Glickman (D)
○ 5 Donald Allegrucci (D) $3,500

Kentucky
S Walter (Dee) Huddleston (D) $1,000
1 Carroll Hubbard Jr. (D)
2 William Natcher (D)
3 Romano Mazzoli (D) $1,000
○ 6 Tom Easterly (D) $3,000
7 Carl Perkins (D)

Louisiana
2 Lindy Boggs (D)
8 Gillis Long (D)

Maine
S William Hathaway (D) $4,100
▶ 1 John Quinn (D) $2,000
○ 2 Frederick Whittaker (I) $1,000

Maryland
▶ 1 Joseph Quinn (D) $500
5 Gladys Spellman (D) $1,000
8 Newton Steers (R)

Massachusetts
S Edward Brooke (R) $2,050
2 Edward Boland (D)
3 Joseph Early (D)
4 Robert Drinan (D) $2,000
○ 5 James Shannon (D) $1,700
○ 6 Nicholas Mavroules (D) $1,000
7 Edward Markey (D)
8 Thomas (Tip) O'Neill Jr. (D)
9 Joe Moakley (D)
10 Margaret Heckler (R) $500
○ 11 Brian Donnelly (D)
12 Gerry Studds (D)

Michigan
▶ S Carl Levin (D) $5,000
1 John Conyers Jr. (D)
2 Carl Pursell (R) $500
▶ 3 Howard Wolpe (D) $10,000 (Primary and General)
6 Bob Carr (D) $7,000 (Primary and General
7 Dale Kildee (D) $500
8 Bob Traxler (D) $500
12 David Bonior (D) $7,000 (Primary and General)
15 William Ford (D) $1,200
16 John Dingell (D)
17 William Brodhead (D) $500
18 James Blanchard (D) $500

Minnesota
○ 1 Gerry Sikorski (D) $1,500
▶ 2 John Considine (D)
▶ 3 Mike Freeman (D) $1,702
4 Bruce Vento (D) $1,000
6 Richard Nolan (D)
▶ 7 Gene Wenstrom (D) $1,000
8 James Oberstar (D)

Missouri
1 William (Bill) Clay (D) $500
2 Robert Young (D) $2,000
3 Richard Gephardt (D)
4 Ike Skelton (D) $1,000
5 Richard Bolling (D) $500
▶ 6 Phil Snowden (D) $2,500
9 Harold Volkmer (D) $1,000
10 Bill Burlison (D)

Montana
○ S Max Baucus (D) $3,000
○ 1 Pat Williams (D) $1,000

Nebraska
○ 1 Hess Dyas (D) $4,750
2 John Cavanaugh (D) $2,250

New Hampshire
S Thomas McIntyre (D) $1,100
1 Norman D'Amours (D) $500
▶ 2 Edgar (Ned) Helms (D)

New Jersey
○ S Bill Bradley (D) $1,000
1 James Florio (D)
2 William Hughes (D)
3 James Howard (D) $500
4 Frank Thompson (D) $2,000
7 Andrew Maguire (D)
8 Robert Roe (D)
9 Harold Hollenbeck (R)
10 Peter Rodino Jr. (D)
11 Joseph Minish (D)
12 Matthew Rinaldo (R)
13 Helen Meyner (D) $1,000
○ 14 Frank Guarini (D)
15 Edward Patten (D)

New Mexico
S Pete Domenici (R)
▶ 1 Robert Hawk (D) $500

New York
2 Thomas Downey (D) $600
▶ 5 John Matthews (D) $500
○ 23 Peter Peyser (D) $1,500
24 Richard Ottinger (D) $500
25 Hamilton Fish Jr. (R)
26 Benjamin Gilman (R)
27 Matthew McHugh (D) $700
29 Edward Pattison (D) $2,000
31 Donald Mitchell (R)
32 James Hanley (D)
34 Frank Horton (R) $500
36 John LaFalce (D)

North Carolina
▶ S John Ingram (D)
3 Charlie Whitley (D) $500
5 Stephen Neal (D) $2,000
6 Richardson Preyer (D)
7 Charlie Rose (D) $1,200
▶ 9 Charles Maxwell (D)
11 Lamar Gudger (D) $2,600

Ohio
○ 3 Tony Hall (D) $3,000
▶ 12 James Baumann (D) $3,000
21 Louis Stokes (D) $100

Oklahoma
1 James Jones (D)
○ 2 Mike Synar (D)
3 Wes Watkins (D)
4 Tom Steed (D)

Oregon
S Mark Hatfield (R) $100
1 Les AuCoin (D) $2,000
2 Al Ullman (D)
3 Robert Duncan (D)
4 James Weaver (D) $2,000

Pennsylvania
1 Michael (Ozzie) Myers (D)
○ 2 William Gray (D) $500
3 Raymond Lederer (D) $400
6 Gus Yatron (D)
7 Robert Edgar (D) $3,000
8 Peter Kostmayer (D)
11 Daniel Flood (D)
12 John Murtha (D)
14 William Moorhead (D) $500
15 Fred Rooney (D)
17 Allen Ertel (D) $1,000
18 Doug Walgren (D) $1,600
20 Joseph Gaydos (D) $1,000
○ 21 Don Bailey (D)
22 Austin Murphy (D) $2,100
23 Joseph Ammerman (D) $1,200
24 Marc Lincoln Marks (R)

Rhode Island
S Claiborne Pell (D)
1 Fernand St. Germain (D)
2 Edward Beard (D)

South Carolina
▶ S Charles (Pug) Ravenel (D) $6,000 (Primary and General)
1 Mendel Davis (D) $500
3 Butler Derrick (D) $700
○ 4 Max Heller (D) $500
5 Kenneth Holland (D) $500
6 John Jenrette Jr. (D) $1,000

South Dakota
○ S Don Barnett (D) $4,000
○ 1 Tom Daschle (D) $3,000
▶ 2 Bob Samuelson (D)

Tennessee
S Howard Baker Jr. (R) $2,400
1 James (Jimmy) Quillen (R)
3 Marilyn Lloyd (D)
4 Albert Gore (D)
○ 5 Bill Boner (D) $1,000
7 Ed Jones (D) $225
8 Harold Ford (D)

Texas
▶ S Robert Krueger (D)
2 Charles Wilson (D)
4 Ray Roberts (D)
5 Jim Mattox (D) $2,000
8 Bob Eckhardt (D) $1,000
9 Jack Brooks (D)
10 J. J. Pickle (D)
12 Jim Wright (D) $3,500
15 E. (Kika) de la Garza (D)
○ 19 Kent Hance (D)
20 Henry Gonzalez (D)
○ 21 Nelson Wolff (D) $1,000
22 Bob Gammage (D) $4,000
○ 24 J. Martin Frost (D) $4,500

Utah
1 Gunn McKay (D) $2,000
▶ 2 Edwin Firmage (D)

Virginia
○ S Andrew Miller (D) $1,500
▶ 7 Lewis Fickett (D) $1,000
8 Herbert Harris II (D) $2,600
10 Joseph Fisher (D) $750

Washington
○ 2 Al Swift (D) $5,000
3 Don Bonker (D) $500
4 Mike McCormack (D) $1,000
5 Thomas Foley (D) $500
6 Norman Dicks (D) $500
▶ 7 Mike Lowry (D) $5,000

West Virginia
S Jennings Randolph (D) $4,100
1 Robert Mollohan (D)
2 Harley Staggers (D)
4 Nick Rahall (D) $1,000

Wisconsin
1 Les Aspin (D)
2 Robert Kastenmeier (D)
3 Alvin Baldus (D)
5 Henry Reuss (D)
7 David Obey (D)

Wyoming
○ S Alan Simpson (R) $1,000

The following table shows other contributions made by NEA-PAC to candidates and political committees during 1977 and 1978.

Arizona
CD 3 Harry Matthews (D) (lost primary) $500
CD 4 Les Miller (D) (lost primary) $500

Arkansas
Senate Jim Guy Tucker (D) (primary and runoff-lost) $8,300
CD 4 Winston Bryant (D) (primary and runoff-lost) $2,000

Connecticut
CD 3 Robert Giaimo (D) (fund raiser) $200

Florida
CD 11 John Considine (D) (lost primary) $500
CD 12 John Adams (D) (lost primary) $500

Georgia
CD 7 Smith Foster (D) (lost runoff) $1,000

Kentucky
CD 3 Romano Mazzoli (D) (campaign deficit) $1,000
CD 6 John Breckinridge (D) (campaign deficit) $1,000

Louisiana
Senate J. Bennett Johnston (D) (fund raiser) $100

Maine
Senate Edmund Muskie (D) (campaign deficit) $1,000

Michigan
Senate Richard Vander Veen (D) (lost primary) $5,000
CD 9 Guy Vander Jagt (R) (fund raiser) $200
CD 10 Roger Tilles (D) (lost primary) $5,000
CD 11 John Watanen (D) (lost primary) $5,000

Minnesota
CD 6 Richard Nolan (D) (campaign deficit) $500

New York
CD 20 Ted Weiss (D) (fund raiser) $100

North Carolina
Senate Luther Hodges (D) (lost runoff) $2,000
Senate McNeil Smith (D) (lost primary) $2,000

Ohio
CD 9 Thomas Ashley (D) (fund raiser) $100

Oklahoma
Senate Ed Edmondson (D) (lost runoff) $1,000

Pennsylvania
CD 4 Joshua Eilberg (D) (fund raiser) $500

South Carolina
CD 4 Nick Andrew Theodore (D) (lost primary) $500

Texas
CD 6 Ron Godbey (D) (lost primary) $2,000
CD 11 Lane Denton (D) (primary and runoff-lost) $4,000
CD 17 A. L. (Dusty) Rhodes (D) (primary and runoff-lost) $2,000

Vermont
AL James Jeffords (R) (fund raiser) $100

Washington
CD 7 Ronn Robinson (D) (lost primary) $5,000
CD 7 Marvin Durning (D) (lost special) $5,000

Wisconsin
CD 9 Susan Engeleiter (D) (lost primary) $2,000

Fund Raisers (1977)
Tribute to Gerald R. Ford—$3,000
Democratic Congressional Dinner Committee—$5,000
Democratic Congressional Dinner Committee—$5,000

Fund Raisers (1978)
Democratic Congressional Dinner Committee—$5,000
Democratic National Committee—$10,000
Democratic Study Group—$600
Eisenhower Silver Jubilee (Republican National Committee)—$2,000
Republican National Committee Sustaining Membership Fund—$100
Salute to Pennsylvania (Republican delegates)—$200

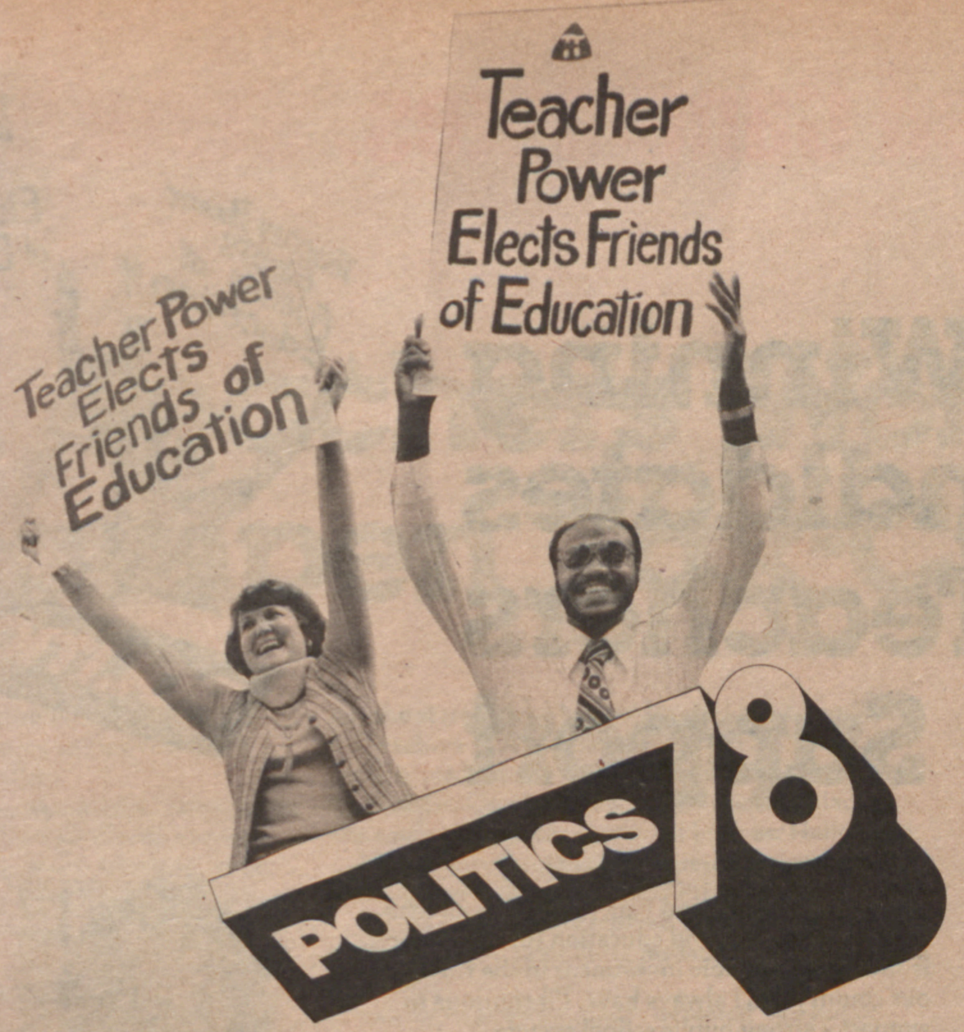
Where the Money Comes From

NEA-PAC Contributions by States

At right is a state-by-state breakdown of NEA-PAC contributions through August 31, 1978. These contributions were made by teachers to support proeducation candidates in 1977 and 1978 for primary, run-off, special, and general elections. The contributions represent collections received during the 1976-77 and 1977-78 membership years. States are consistently working to develop productive voluntary contribution systems to obtain an annual $1 contribution per NEA member for NEA-PAC as urged by the 1973 Representative Assembly.

* These funds are being held in escrow because of a legal problem involved in the use of the reverse checkoff system to solicit NEA-PAC contributions.

State	Potential based on annual $1 per member	Contributions 1976-77 Membership Year	Contributions 1977-78 Membership Year
Alabama	37,054	$10,015.00	$14,700.00
Alaska	4,135	591.00	823.00
Arizona	20,401	8,210.90	7,666.00
Arkansas	16,719	1,465.00	3,400.00
California	162,995		4,143.00
Colorado	25,345	4,923.56	5,191.26
Connecticut	25,989	22,600.00*	2,943.90
Delaware	5,203	1,537.12	1,686.62
District	878		42.00
Florida	29,442	2,873.00	5,721.20
Georgia	34,924	791.00	2,880.00
Hawaii	7,064	2,197.50	978.75
Idaho	8,376	7,558.00*	1,106.00
Illinois	61,732	57,611.00*	7.00
Indiana	39,081	1,153.54	7,070.12
Iowa	34,821	9,722.17	6,816.87
Kansas	22,477	19,926.03*	
Kentucky	28,848	20,452.49*	9,561.00
Louisiana	6,996		
Maine	11,884	6,000.00*	5,000.00
Maryland	35,457	25.00	446.46
Massachusetts	64,748	2,552.00	1,103.00
Michigan	88,167	72,203.45*	27,370.99
Minnesota	41,408	11,000.00	13,010.00
Mississippi	14,760	161.00	1,100.00
Missouri	13,875	1,486.04	2,794.43
Montana	7,078	260.00	1,999.00
Nebraska	19,566	17,257.02*	6,204.75
Nevada	5,014	1,615.14	1,195.36
New Hampshire	6,384	5,479.30*	4,700.00
New Jersey	85,639		
New Mexico	9,358	3,695.50	3,000.00
New York	24,372		613.00
North Carolina	50,902	2,950.00	5,364.82
North Dakota	7,574	1,641.00	2,800.00
Ohio	84,206	1,912.94	11,323.24
Oklahoma	29,725	3,732.40	4,950.92
Oregon	23,816	6,867.00	7,705.00
Overseas Ed. Assn.	3,957		
Pennsylvania	98,780	76,155.00*	
Puerto Rico	17,113		
Rhode Island	6,718	3,664.00*	7,000.00
South Carolina	21,697	2,967.00	859.00
South Dakota	6,737	5,550.50*	1,196.50
Tennessee	44,421	3,014.00	6,680.00
Texas	112,620	476.50	2,867.00
Utah	14,011	8,273.75	7,374.93
Vermont	5,014	2,946.00*	2,097.00
Virginia	44,785	7,487.88	8,386.00
Washington	38,021	30,650.74*	20,702.13
West Virginia	17,402	5.00	4,092.00
Wisconsin	41,347	30,141.06*	657.73
Wyoming	5,329	3,026.40*	2,521.26



WASHINGTON, D.C.—A proeducation Congress was virtually assured for 1979-80 as almost four out of five teacher-backed candidates endorsed by the NEA Political Action Committee were successful in their bid for House and Senate seats in the November 7 congressional election.

"The thousands of teachers who contributed to the success of these winning candidates are to be commended for their dedication in helping elect a Congress supportive of education," said NEA President John Ryor.

Candidates endorsed by NEA-PAC won 197 of 247 House contests and 13 of 24 Senate races for an overall win average of 77 percent. NEA-PAC endorsed a total of 271 congressional candidates, including 155 who received financial contributions amounting to $331,127. NEA teachers were involved in campaigns in 46 states.

"The political muscle that teachers demonstrated on the hustings has been translated into retaining a proeducation Congress that will strengthen the federal government's commitment to the public schools," Ryor added.

Among key legislation teachers will press for in the 96th Congress are a Cabinet-level Department of Education, collective bargaining for teachers, increased federal funding of public education, tax reform, and health security.

Teachers Volunteer

Thousands of NEA teacher-volunteers worked in scores of congressional campaigns nationwide and were given high marks for their efforts by many of the winning candidates.

In the Senate, Republican Minority Leader Howard Baker, Jr., of Tennessee, a supporter of a separate Department of Education, praised teachers for the part they played in his successful campaign:

"I consider my endorsement by T-PACE and the national endorsement by NEA to be jointly one of the most important political endorsements I have ever received. I am most grateful for the role Tennessee teachers played in my reelection success.

"The thing that impressed me most about the T-PACE endorsement was that it was not a hollow one. Rather, TEA lent not only their name and influence to my campaign but also their numbers.

"I want to express my hope that the future may provide a continuing opportunity for dialogue and instruction between TEA and the Senior Senator from Tennessee."

Among other congressional leaders endorsed by NEA-PAC and returned to office were House Democratic Majority Leader Thomas (Tip) O'Neill, Jr., of Massachusetts; House Majority Whip John Brademas of Indiana; Rep. Carl Perkins (D-Ky.), chairman of the important House Education and Labor Committee; Sen. Claiborne Pell (D-R.I.), chairman of the Senate subcommittee on education, arts, and humanities; Sen. Charles Percy (R-Ill.), ranking minority member on the Senate Governmental Affairs Committee; Rep. Jack Brooks, (D-Texas), chairman of the House Government Operations Committee; Rep. Frank Thompson, Jr. (D-N.J.), chairman of the House subcommittee on labor-management relations; Rep. Augustus Hawkins (D-Calif.), chairman of the House subcommittee on employment opportunities; and Rep. Al Ullman (D-Ore.), chairman of the powerful House Ways and Means Committee.

Montanan Comments

Democrat Rep. Max Baucus, running for the open Senate seat in Montana, defeated his Republican opponent and lauded teachers for the role they played in his election. Said Baucus:

"I think political activity is necessary for any group. Both the NEA and the MEA have contributed to my victory. Now that I have been elected to the Senate, I hope to continue my support of quality education in this country."

Baucus' seat in the House was won by State Rep. Pat Williams, a Democrat endorsed by NEA-PAC. Williams ran in this district four years ago and he lost the primary to Baucus.

In Michigan, where teachers lead the nation in NEA-PAC contributions, all 12 NEA-PAC-supported candidates won. The Michigan sweep was headed by former Detroit City Council President Carl Levin (D), who unseated veteran incumbent Robert Griffin (R).

In another Michigan race where a challenger won over an incumbent, Howard Wolpe (D) defeated Rep. Garry Brown (R) in the third congressional District.

"The support that I received from NEA was critical," Wolpe said. "It was not only the NEA-PAC dollars, but beyond that teacher volunteers made a significant contribution to the success of our campaign." NEA-PAC contributed a total of $10,000 to Wolpe's primary and general election campaigns.

Ten Michigan teacher-backed House members were returned to office with teacher support. They are: Reps. John Conyers, Bob Carr, Dale Kildee, Bob Traxler, David Bonior, William Ford, John Dingell, William Brodhead, and James Blanchard, all Democrats; and Carl Pursell, Republican.

Bay State Victories

Massachusetts teachers batted a thousand in all 11 House contests in the Bay State. They supported incumbents Majority Leader Thomas (Tip) O'Neill, Jr., Edward Boland, Joseph Early, Robert Drinan, Edward Markey, Joe Moakley, and Gerry Studds, all Democrats; and Margaret Heckler, Republican. Winning in open seats were James Shannon, Nicholas Mavroules, and Brian Donnelly, all Democrats.

In California, where teacher-supported candidates won in 25 of 33 House contests, State Assemblyman Vic Fazio praised teachers for their efforts in his campaign and pledged to "continue my strong support for the creation of a separate Department of Education." Fazio told teachers: "Your personal assistance as volunteers and the financial help provided by NEA-PAC have been greatly appreciated, and I am looking forward to working with you in the years ahead."

State Assemblyman Jerry Lewis (R), a friendly ex-school board member, said he has developed "a mutual working relationship" with teachers. "I am proud of their support not only in this election but for the 15 years we've worked together," he said.

In the New Jersey Senatorial race, former Rhodes scholar and professional basketball star Bill Bradley (D) said he was "deeply grateful" for the support in his campaign given by the New Jersey Education Association and NEA. Said Bradley: "It is support from people I admire and respect greatly. This is a great victory for all of us and for the common goal we share."

Texas Winner

In a contest for an open House seat in the 24th district of Texas, J. Martin Frost, a Dallas lawyer, was successful and gave teachers much of the credit. Said Frost, a Democrat:

"In running a campaign with virtually no elec-

(Continued on next page)

NEA REPORTER

The REPORTER (USPS 375-640) is published eight times a year (September, October, November, December, January/February, March, April, May/June) by the National Education Association of the United States, 1201 16th St., N.W. Washington, DC 20036

REPORTER telephone: 202-833-5440

Member: Edpress

Readers' letters are encouraged; please address them to the editor.

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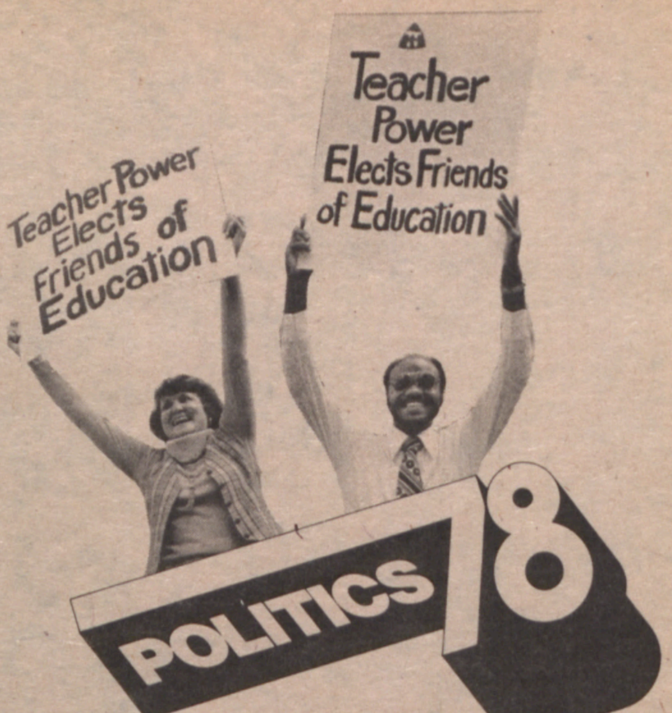
NEA REPORTER is mailed to all NEA members. Annual subscription price, 20 cents (included in membership dues and available only as a part of membership). Second-class postage paid at Washington, DC, and at additional mailing offices.

Design by **William J. Kircher & Associates.** Photo credits: pages 1 and 3, **Joe Di Dio;** page 4 (top to bottom) **Joe Di Dio, John Fleming, Randy Rasmussen, Kristen Peterson, NEA photo;** page 5 **Nebraska State Education Association;** page 8 (left) **NBC-TV,** (right) **PBS;** page 10 **Joe Di Dio;** page 11 (center) **Ellen Ozga,** (right) **James Sherin,** (bottom) **Arkansas Education Association;** page 12 (top left and center) **Joe Stocker,** (right) **Peter Tarolli,** (bottom left) **Smithsonian Institution,** (bottom right) **NASA;** page 13 (top) **Joe Di Dio,** (bottom two) **Carolyn Salisbury;** page 14 (top) **Maxine C. Gomberg,** (left) **CBS-TV,** (bottom right) **Joe Di Dio.**

Winning Candidates Praise Teachers for Their Support



(Continued from preceding page)
tronic media my strength has to be our organization in the field. I'm happy to say that teachers contributed to this strength and their volunteer and financial help were significant factors in my victory."

In Alabama, NEA teachers backed two winning candidates. State Sen. Donald Stewart (D) won a U.S. Senate seat in an open race. Rep. John Buchanan hailed teachers for their contributions to his reelection. Said the Republican congressman:

"I am deeply gratified to the many teachers who participated in my successful campaign for reelection to Congress. I shall do my very best to make it a victory for education and for those who invest their lives in the teaching profession. The teachers were deeply involved in all aspects of my campaign and made a decisive contribution to my victory. We deeply appreciate them for their hard work and dedication."

"Invaluable Support"

Rep. Claude Pepper (D-Fla.), a veteran of 18 years in the House, said teachers gave his campaign "invaluable support and contributed greatly to our outstanding victory."

A former classroom and university teacher, Pepper commended FTP-NEA, NEA, and Dade-NEA, who "contributed generously both in funds and much hard work by their membership" to the victorious campaign.

In Connecticut, William Ratchford (D), former state commissioner on aging, won in an open contest and praised teachers for their work in his second bid to win the fifth congressional seat. Said Ratchford:

"As someone who has consistently sought to support education and educators whenever I could, I am proud to have the active support of educators. The donation from CEA-PAC, together with the additional contribution from NEA-PAC, will certainly go a long way toward meeting the heavy expenses of running a congressional campaign."

Pennsylvania Contribution

In Pennsylvania's seventh district, Rep. Robert Edgar (D) said NEA teachers in Delaware County "made an extraordinary contribution" to his reelection campaign.

"Members [PSEA] worked to get out the vote and all that entails, sent a mailing requesting funds, and helped perform any task asked of them," he said. "For the generous gift of time and money from these busy people, I am exceedingly grateful."

Teachers Credited

Two-term Rep. Stephen Neal (D-N.C.) credited teachers with much of this success as he piled up his biggest margin in three congressional elections.

"I especially want to thank those many teachers who volunteered their time and effort in the campaign," said Neal, "and I am grateful to all who supported us. A sound education for our children is the wisest possible investment in the future of our country. As I always have, I'll continue to support a strong public school system."

Rep. Joseph Fisher, Virginia Democrat who won reelection with teacher help, sent this message:

"Thank you for your help in my reelection campaign. The many hours you so generously volunteered for door-to-door canvassing, envelope stuffing, telephoning, and all the other jobs that must be done if a campaign is to be successful were a significant factor in this victory. Your help, as in past years, is deeply appreciated."

While teachers are encouraged by the high percentage of successful candidates, including incumbents and those who won as challengers and in open races, teachers are, at the same time, disappointed with the loss of some friends of education who were defeated.

Among these are Sens. Dick Clark (D-Iowa), William Hathaway (D-Maine); Floyd Haskell (D-Colo.); and Edward Brooke (R-Mass.); Reps. Michael Blouin (D-Iowa) and Helen Meyner (D-N.J.). Two strong supporters of education defeated in earlier primary contests were Reps. Donald Fraser (D-Minn.) and Jim Guy Tucker (D-Ark.).

Florida Governor-Elect Praises FTP-NEA for Its Help

TALLAHASSEE, FLA.—"Teachers have picked a winner!" said Wally Orr, president of Florida Teaching Profession-NEA. "Bob Graham has always been out in front for education in the legislature and now we're going to give him a chance to do the same as governor."

"FTP-NEA played a major role in the victory we had this month through its organizations in 31 counties," Graham said. "The FTP-NEA endorsement last January gave viability to our campaign and reinforced the county organizations which we had set up with person power and contributions."

The governor-elect added: "Throughout the campaign, FTP-NEA teachers operated telephone banks, walked precincts, handed out campaign literature, and did an enormous amount of legwork.

"As governor, I will place top priority on the improvement of education in Florida, and I will continue to be open to the aid and advice of all Florida teachers."

State Senator Graham, 42, is a graduate of Harvard Law School and brother-in-law of Washington Post publisher Katharine Graham. He started from an underdog position with teacher support in a field of nine Democratic primary candidates and built a tide of support that carried him to the governor's mansion.

Sen. Howard Baker:
"I will always be grateful for the endorsement of my reelection by the National Education Association and the Tennessee Education Association. The voluntary participation by many individual members of TEA in my four-day statewide train trip was in large measure responsible for the great success of this part of my campaign."

Senator-Elect Max Baucus:
"I think political activity is necessary for any group. Both the NEA and the MEA have contributed to my victory. Now that I have been elected to the Senate, I hope to continue my support of quality education in this country."

Rep. William Clay:
"I am lucky to enjoy widespread support of the teachers in the St. Louis area. I am appreciative of their help in the campaign."

Rep. Stephen Neal:
"I especially want to thank those many teachers who volunteered their time and effort in the campaign. As I always have, I'll continue to support a strong public school system."

NEA Teachers Work To Dampen Tax-Cut Mania

NEA teachers were instrumental in defeating five of the nation's tax-cutting initiatives which appeared on November ballots.

Oregon and Michigan voters snuffed Proposition 13 look-alikes. In Colorado and Nebraska, measures to put a limit on government spending were defeated. And Arkansas balloters rejected a proposal to exempt food and drugs from the three percent sales tax.

"CEA was at the forefront of the campaign," says John Boggs, a Denver, Colorado, teacher and former NEA director. "Almost every local pushed the defeat of Amendment Two."

Fifty-nine percent of Colorado's voters rejected a proposal to tie the growth in state spending to increases in the consumer price index. A post-election *Wall Street Journal* report cited education organizations as the leaders in the opposition.

Nancy Bertsch, from Widefield, near Colorado Springs, along with hundreds of other teachers, passed out leaflets and bumper stickers which read "No on 2, 2 won't do!"

Nebraskans Reject "Lid"

In Nebraska, 55 percent of the voters said no to a proposal to place a constitutional limit on spending increases by local units of government.

"Our campaign really depended on locals to work," said Gary Obermeyer, president of the Nebraska State Education Association. "Some locals that had been inactive just came to life. There has never been an issue that mobilized teachers like this one. We forced people to talk about and examine the measure. At first all of the polls were in the lid's favor, in six weeks we turned it around. Everyone I know in the state has given teachers credit."

Arkansas Education Association President Sherry Price credited a broad-based coalition for the defeat of Amendment 59. It would have exempted food and drugs from the three percent sales tax and cut the state school budget by almost $2.6 million.

Teachers in Arkansas distributed 150,000 information cards about the impact the cut would have on schools. One local teacher association placed the cards in kids' trick-or-treat bags on Halloween.

"We enjoyed extensive cooperation from parent groups across the state," said Price.

The biggest fights occurred in Michigan and Oregon, where competing measures were presented to voters.

Michigan voters soundly defeated two out of three amendments. The Tisch Amendment (a Jarvis favorite) was defeated two to one, and a school finance voucher plan was snubbed three to one. The Headlee Amendment, which limits state spending increases to the Consumer Price Index, barely passed by one percent.

Michigan teachers feel their efforts to defeat all three propositions were extremely influential. They raised over $500,000 for their campaign.

Pat Laughlin, an MEA staffer, said: "We did what we do in the classroom. We educated the public."

Another MEA representative, Dan Austin, added: "Teachers in Michigan can be proud of their efforts, and teachers in other states can take inspiration from them."

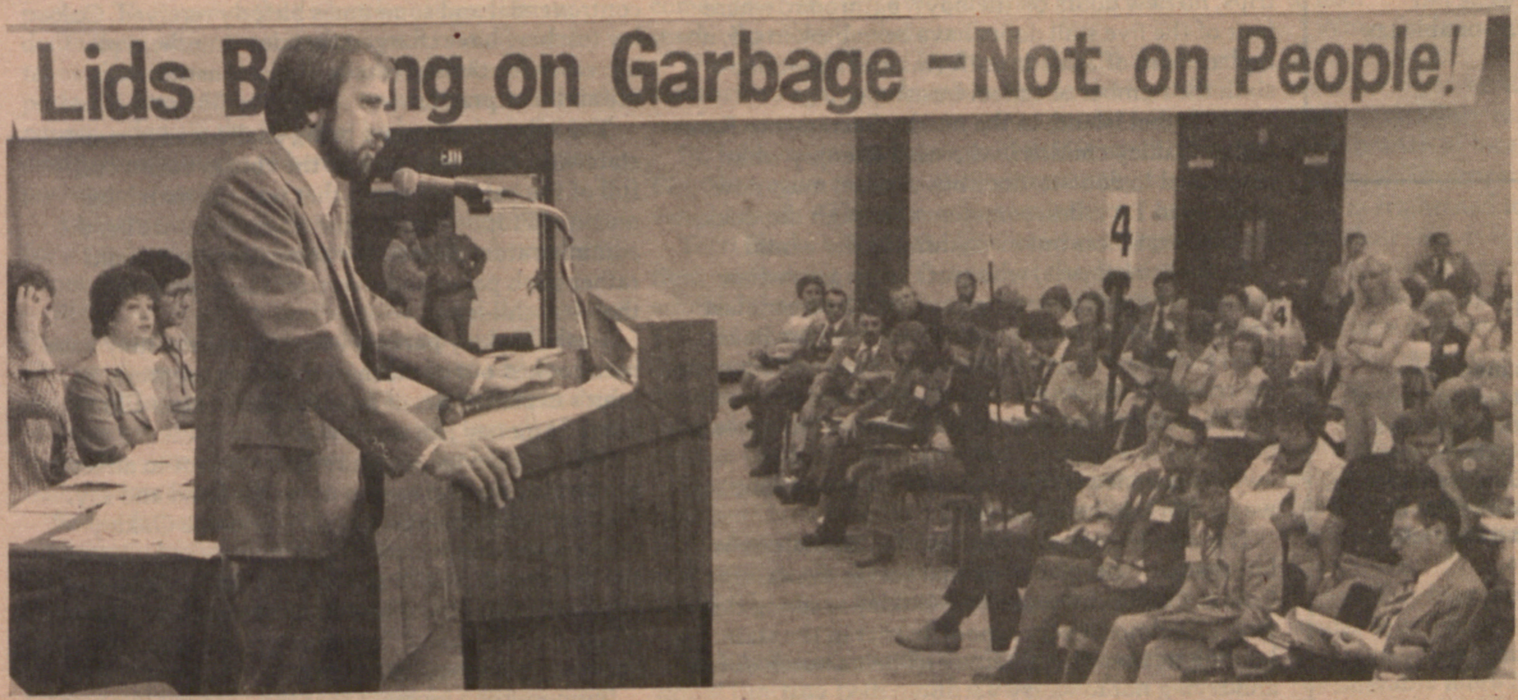
Oregon Campaign

Oregon voters defeated ballot measure six (a Proposition 13 twin) and ballot measure 11 (a distant cousin). The Oregon Education Association supported measure 11 as a liveable alternative to the drastic cuts of measure six.

Ted Romoser, OEA president, said, "The campaign showed that OEA was able to make voters think."

(Continued on next page)

Hundreds of Nebraska teachers, including those shown here, attend an NSEA special assembly that set plans for the defeat of the spending "lid."



Nebraska teachers rally to defeat a "lid" proposition that would have limited spending increases in the state to five percent. Speaking is Gary Obermeyer, president of the Nebraska State Education Association.

(Continued from preceding page)

Teachers gave time and small donations to the campaign. Their small donations added up to $50,000. In addition, more than 3,000 teachers canvassed neighborhoods and made phone calls on two Saturdays before the election. The Portland Association of Teachers reported making 75,000 phone calls to public employees and other targeted groups. A television and radio blitz near the end of the campaign reinforced the personal contact.

Massachusetts Referendum

In Massachusetts, a positive tax measure passed with the help of the Massachusetts Teachers Association and its coalition. Referendum One provides a constitutional basis for assessing commercial and industrial property at a higher standard than residential property, superceding a recent court order which required equal assessment of all property and would have caused major property tax increases for homeowners.

Tax-cutting and spending limitation measures that appeared on the ballot and passed included these:

Illinois approved an advisory referendum favoring a ceiling on spending.

Missouri approved a measure allowing the legislature to lower property tax rates if the courts call for reappraisals.

North Dakota approved a proposal slashing individual state income taxes 37 percent.

South Dakota narrowly approved a measure to require a two-thirds vote by the legislature or a referendum for increases in state taxes.

Nevada passed a constitutional amendment limiting property taxes to one percent of market value. According to Nevada's state constitution, the proposed amendment must be passed a second time in 1980, in order to become effective.

Alabama passed by almost three to one a constitutional amendment limiting state spending to seven percent of personal income.

Hawaii Refunds

Hawaii passed a constitutional amendment linking state spending to economic growth, and requiring refunds or credits to taxpayers in the event of a five percent general surplus for two consecutive years.

Ohio voters defeated gubernatorial candidate Richard F. Celeste, who was backed by the Ohio Education Association and whose main campaign issue was more state funding of education and less reliance on the property tax.

Texas passed overwhelmingly a tax relief amendment linking state spending to the growth of the state economy.

Perhaps a statement by Ada Williams, president of the Classroom Teachers of Dallas, sums up the feeling of most teachers who fought tax-cut initiatives this year: "The tax relief amendment approved by the voters of Texas still does not come to grips with the real issue in the financing of Texas public schools and state government. The real issue is true tax reform. Texas needs fair and equitable tax assessment with reasonable tax rates applied statewide."

California Voters Reject "Gay Teachers" Proposal

Voters in California turned down a measure—Proposition Six—in the election that would have allowed school boards to fire homosexual teachers and other teachers who advocated rights for them. Organized teachers—including the San Francisco Classroom Teachers Association—worked to defeat the measure on the grounds that it restricted the Constitutional rights of educators.

California's Cuts Some

As NEA teachers worked in the 1978 elections to help dampen taxpayer enthusiasm for cuts into school and other government programs, schools in California were already suffering the effects of last year's voter-approved Proposition 13.

The story here is reprinted with permission of the Washington (D.C.) Post.

By Cynthia Gorney

OAKLEY, CALIF.—Just outside the middle school here, to the south, where the sun is strongest, a long patch of cracked, unpainted asphalt runs between the hopscotch court and the basketball court. The cracks start slowly, but they keep getting bigger, and by the time school superintendent Leo St. John walked out there the other day the asphalt was as broken as rough mosaic.

"There'll be weeds coming through 'em pretty soon," he said.

The school district for this community east of San Francisco Bay lost more than 11 percent of its budget after the passage of Proposition 13. It cannot afford to repair the asphalt.

There also will be no film program, no replacement of the patched classroom carpeting, no music program, no blacktop for the dirt maintenance area that turns into a quagmire in the winter, no field trips, no new doors on the boys' bathroom, where four of the five stall doors have been broken off, no replacement of athletic uniforms and about one-sixth the number of school bus stops.

On Bethel Island, in the nearby Sacramento River Delta, Oakley children, who used to enjoy what amounted to door-to-door bus service, must now walk up to 1.4 miles, sometimes through the thick, low fog that blots out everything in the winter.

School employees, who work in an area where the cost of living rose an estimated 12 percent last year, will get no pay increase. And teachers have been told that they will no longer make extra money for completing outside courses or graduate degrees.

"There's just no way," said St. John, "to squeeze blood out of a turnip." Later he adds, "It'd be awfully damned embarrassing if we got to June and we couldn't make the payroll."

It is small, semi-rural and harder hit than most, but the two-school district that serves the eastern Contra Costra community of Oakley is acting this year like almost every school district in the state: holding its breath, tightening its belt a notch or two and trying not to worry yet about next year.

Almost two-thirds of general school funding statewide used to come from local property taxes. Proposition 13 chopped about $2.8 billion, or 60 percent, out of those taxes. The state pumped $2 billion back into the schools as part of a general temporary bailout plan, but that still left many of them short. California's 1,043 school districts had to make do with $800 million less, an average cut of 9 to 15 percent.

School districts canceled summer sessions, froze salaries and laid off 13,970 nonteaching school employees. Teaching staffs, as a rule, did not change, because California state law requires districts to notify teachers by March 15 that they may be laid off. Last March there were not many people besides Howard Jarvis who seriously believed Proposition 13 would pass.

In western Contra Costa County, Moraga cut out after-school sports and eliminated next year's textbook purchases, and stopped all busing. Canyon lost an art teacher, an assistant teacher and an aide —which in that tiny pine-forested school district was exactly one-half the teaching staff. Mount Diablo laid off 139 nonteachers, started charging $10 per child for extracurricular sports and told secondary students they could only take the school bus if they lived more than seven miles from their school.

"Cutbacks to the nubbins," St. John mused, quoting his version of the now-famous mandate of Proposition 13. But who is to say what the nubbins is? Said St. John: "It's like the fellow in our district who said he'd take a 1 percent cut in achievement if we could get busing back."

For Oakley and the other school districts short on what Jarvis calls "fat" and St. John calls "wiggle room," this first round of cuts has been painful,

> **"We didn't have music when we were in school. Why can't they just go back to reading and writing and arithmetic?"**
>
> ***—California parent.***

controversial and sometimes bitterly received. Oakley teachers have charged that denying them pay increases for their graduate study constitutes an unfair labor practice.

The salary freezes are being challenged in court statewide. Parents speak of the cuts in voices still full of the betrayed anger that was the marching music of Proposition 13: the administrators lie, the administrators distort, the administrators would rather push paper and overstaff fancy programs than bus children.

To the Oakley parents who still believe they have been rooked out of much of their bus program, St. John's explanations of how the district has allocated its money just don't wash.

"The higher-up people this was meant to affect are turning around to slap us on the hand and say, 'You're bad, you voted for it,' " said one Oakley mother who supported Proposition 13 and who said she believes that with all she has paid out in property taxes there must be enough money there somewhere for the buses. "Somebody," she said, "doesn't know how to budget."

Suppose for a moment that they are not lying or wrong, she was asked. Suppose there really is not

Proposition 13
Schools "to the Nubbins"

enough money. Is the tax savings worth a cracked basketball court?

"Yes."

Worth cutting back landscaping?

"When I was in school we didn't have lawns, and trees."

Worth dropping music, film?

"We didn't have music when we were in school. Why can't they just go back to reading and writing and arithmetic. I'm not out to be a vindictive person. I just think we've taken too much. The government has taxed us and taxed us and taxed us to death, and we've got to stand and fight somewhere. I still believe Proposition 13 was good."

There are voices like these all over the country, defending and accusing and trying to plan, but for many districts the whole thing is just a giant irritant so far—a fraying at the edges, if you used to think schools needed everything they got; a prescription for frugality if you didn't.

A young third-grade teacher will have to explain the words to the Star Spangled Banner because there is not enough money in her school to get the film that shows Francis Scott Key contemplating the tattered flag.

An eighth-grade social studies teacher got to the section of stereotyped views of American Indians, found the pioneer quote he wanted the students to examine and wrote out both the quote and the essay question on the blackboard because there was not enough money for reproduction paper to make handouts for all the students.

Government classes at Joaquin Moraga Junior High School will not have subscriptions to Junior Scholastic and Current Events this year. English classes at Northgate High School will have to forgo a lengthy list of supplemental texts that include "Catcher in the Rye," "All Quiet on the Western Front," "To Kill a Mockingbird" and "Lord of the Flies."

"I'LL SEE MY OPPONENT'S PROPOSITION 13 AND RAISE IT 26 — MAKE THAT 130 —"

----copyright 1978 by Herblock in The Washington Post

Ray Lippincott, a social studies teacher who got a 3 percent salary increase in 1977 and 3 percent the year before that, got no pay increase at all this year—he now makes under $19,000—and is seriously thinking about other work.

Michael Meinke, high school English teacher, has lost the assistant who used to help correct his papers. That means that when he assigns his students their major term papers, each one of which takes about three hours to grade, Meinke is expected to find 180 hours of his own to correct term papers—despite the fact that he has a total of 153 students who ought to be writing at least one composition per week.

If parents of Meinke's students will not help pay for a reader, he said, there will probably be no term paper this year.

Rich Cunningham, on the other hand, thought Proposition 13 was an excellent idea, and still does. Cunningham's son, Mike, 13, who is an eighth-grader at Joaquin Moraga, and about as serious as you can get about after-school sports, lost all of them this year to the budget cuts—basketball, football, soccer, baseball.

So his father put together a pay-as-you-go sports program, which will end up costing Mike and his friends anywhere from $13.50 to $55 (plus a surcharge for making the A team—which Mike probably will).

Cunningham, a real estate developer, whose property taxes have been cut from $3,000 to $1,200 under Proposition 13, figures the tradeoff was worth it. "I'll pay 55 bucks because my kids want to do it," he said. "I don't complain about this cutback. When you get to the point where you're paying for your inflated houses with $3,000, $4,000, $5,000, it's calling on property taxes to do too many things . . . I think recreation is a necessary thing, but if it comes down to cuts, I would rather the schools teach what they're there to do."

The cutbacks forced by Proposition 13 also have set teachers against administrators in the fight for funds.

St. John, in an interview, said that it would cost $24,000 to give teachers their extra money for advanced work. "The money just isn't there," he said.

Terri Black, head of the local teachers' organization, said among other things that the district's K-3 school did not need to hire a principal this year (at $21,681 a year, one too many administrators), that there is no need to fly consultants up from Los Angeles at school expense, and that there are little inflated costs throughout the budget, like the $4,500 storage shed.

"Four thousand five hundred dollars for a storage shed!" she exclaimed, stabbing her finger at a copy of the budget as she sat at a desk in her third-grade classroom. The teachers had found a storage shed in the Sears Roebuck catalog for $349, Black said.

St. John countered that he believed the school would function better with a principal than without one. He said the consultants were brought up from Los Angeles because they were experts on the program in question and he thought they would do the best job. And of the cheaper storage shed, St. John said, "I have one of those in my back yard and my boys opened it up with a can opener. You don't build school buildings that way. You build them to last."

When St. John talks like that, he is thinking about the future, but most school people in the state are thinking more about next year. Next year is the great uncertainty for school districts—like every other branch of local government that has lost 60 percent of its property tax revenue.

"I'm frightened to death," one assistant superintendent said. It is generally assumed that the state will again grant money to schools, but several education officials agreed in interviews that, as one put it, "There is no way the surplus will be as large. You will have more competition and the districts will get less."

There will likely be more cuts "to the nubbins." Inflation will have eaten away at one more year, employes whose salaries were frozen will be asking for money, and school officials will spend much of their budget sessions figuring out where they can fire people.

And Ray Lippincott, the social studies teacher whose salary has risen 6 percent in the last three years, may look into that other career that seems considerably more lucrative than teacher's these years. He is thinking about taking up real estate.

Interpreting the Carter Anti-Inflation Program

NEA Seeks Assurance of Equity for Teachers

WASHINGTON, D.C.—NEA has reacted with cautious optimism to the Carter Administration's anti-inflation program, simultaneously expressing hope that the program will help while working to assure that teachers and children will not become victims of a wage-price squeeze.

"President Carter's courage in tackling inflation is commendable," said NEA. "We are deeply concerned about the ravages of inflation—not just to teachers' standard of living, but to educational programs for the children to which we are committed, and we want the problem solved."

The NEA statement continues: "According to NEA's most recent research, teachers are prepared to support a fair and equitable approach to controlling the whole wage-price spiral. Nearly two-thirds expressed a willingness to make some sacrifices to that end. However, two-thirds also believe that the likelihood is that management would benefit more than wage-earners.

"If the price-setters do not also act responsibly, teachers and other employees will lose even more ground than in the past. As usual, the hardest hit will be in the public sector."

At meetings with Administration officials, NEA has been assured that teachers and other public employees are not the major targets in the anti-inflation program. Although public employees are covered by the program—and expected to comply—the main effort will be directed toward the private economy, White House officials said.

Council on Wage and Price Stability officials also stressed that the anti-inflation program is expected to be self-administering. If an employer and employee group believe that their situation fits into one of the exceptions allowed under the program, they are expected basically to do their own interpreting and move ahead. This would appear to be especially true in the public sector because it is not the major target of the program and because in these, as other circumstances, the federal government is still somewhat wary about overstepping its bound in the area of state's rights.

Council on Wage and Price Stability guidelines include these points:

- The 7 percent pay standard does not apply to collective bargaining agreements signed before October 24—or to contracts signed after that date if there was a written or oral agreement on wages and benefits before that date or a written management offer on the table that was not exceeded in the contract later signed. Increments, in NEA's view, fall into the category of previously agreed-upon increases in salary schedules.
- The 7 percent standard includes not only wage increases and new fringe benefits but also the increased cost to the employer of maintaining the same level of benefits. However, it does not include overtime pay or increased costs to employers for legally mandated items, such as employer contributions to Social Security or retirement.
- Individual workers can get pay boosts of more than 7 percent, so long as the average for the group is no more than that amount.
- Wage increases in excess of the standard are allowed if they reflect explicit changes in work rules and practices that result in demonstrable improvements in productivity equal to or greater in value than the increases in pay. This could relate to increased class size or increased workload.
- The council will take into account "undue hardship or gross inequities" by granting an exception or adjusting the standard to avoid extreme situations. A group of employees that has had no wage increase at all might fit this description.
- Cost-of-living provisions can offer more protection against inflation. The council is asking that for purposes of calculating cost-of-living clauses, employees should assume a 6 percent inflation rate. For example, a new contract might be drawn up which granted employees 50 percent of the cost of living (three percent) plus 4 percent in combined wage and fringe benefit increases, for a total boost of 7 percent. However, if the cost of living really goes up 10 percent, they would get half that, or 5 percent, plus the 4 percent in wages and fringes, for a total of 9 percent and still be considered to have complied with the standard.

Federal Court Tells Missouri University:

Let NEA Faculty Use Facilities

KANSAS CITY—Federal District Court Judge Elmo Hunter ruled here this fall that the University of Missouri cannot deny First Amendment rights of freedom of association and freedom of speech to faculty organizations it disapproves.

The ruling was on a suit filed in 1976 by the University of Missouri-Columbia chapter of the Missouri-NEA. UMC-NEA complained that its request for access to campus meeting rooms and the campus mails was refused under an unwritten policy prohibiting use of university facilities by groups seeking to engage in collective bargaining.

Public employee bargaining is illegal in Missouri. UMC-NEA has made no secret of its efforts to get the state legislature to change the law.

Meanwhile, the campus chapter of the American Association of University Professors, which has not advocated faculty collective bargaining, has been allowed use of campus mail and meeting facilities.

"It is quite clear," Judge Hunter found, "that while the university has no obligation to provide the use of its facilities to faculty organizations, once it does so, it cannot refuse to grant such facilities to one faculty organization in particular because of that organization's position in opposition to a certain state statute, absent a compelling state interest.

"Consequently, not only does the university transgress plaintiffs' First Amendment rights, but it has violated the Equal Protection clause of the Fourteenth Amendment as well in denying UMC-NEA access to campus meeting rooms and the campus mail," the federal judge concluded.

UMC-NEA History Professor John Lankford said the decision "marks another step in opening up the University of Missouri to the full and free exchange of ideas." The UMC-NEA leader added: "The administration spent thousands of taxpayers' dollars in legal fees. They engaged an expensive firm of corporation lawyers. At a time when every available dollar is needed for the improvement of education, not to mention the maintenance of basic services, it is tragic to see the reckless waste of state money this case has involved."

Cicely Tyson portrays Harriet Tubman in "A Woman Called Moses," a two-part, four-hour NBC-TV dramatization being recommended by NEA. Scheduled for 9 to 11 p.m. (eastern time) December 11 and 12, "A Woman Called Moses" is the true story of a former slave who masterminded and operated the underground railroad through which many slaves escaped to freedom in the nineteenth century.

Studio See, an action-packed weekly PBS television magazine for the entire family, spotlights ecology, travel, and kids around the world. Recommended by NEA, Studio See has received a National Achievement Award from Action for Children's Television for its innovative use of portable video. The program is produced by the South Carolina Educational Television Network with funding by public television stations and a grant from the National Endowment for the Arts. (Check local listings for time of this series in your area.)

NEA—the Teachers' Lobby on Capitol Hill

WASHINGTON, D.C.—The teachers' lobby on Capitol Hill kept education legislation alive and moving during the just-completed 95th Congress.

When the senators and representatives left this city this fall—most of them to face election battles—they had passed large numbers of education bills fought for by NEA.

Passed were:

- A $1.7 billion addition to funds for HEW's Education Division
- A continuation and expansion of elementary and secondary education aid (ESEA)
- More funds for Indian Education
- Extension of Aid to Handicapped Children
- Added education benefits for veterans
- Expanded Basic Education Opportunity Grants, student loans, and college work-study benefits
- $900 million in energy conservation grants to schools and hospitals.

The 95th Congress also approved extension of the time for ratification of the Equal Rights Amendment, an NEA-backed proposal.

And Congress rejected legislation opposed by NEA that would have permitted tuition tax credits for students.

(Details of these education and education-related bills appear in the table below.)

DEPARTMENT OF EDUCATION

A bill that would have created a Cabinet-level Department of Education passed the Senate by an overwhelming vote of 72 to 11. But the bill failed to come before the House of Representatives before Congress went home.

NEA—and the White House—are pressing the Cabinet Department legislation for action in the 96th Congress early in 1979.

Vice-President Walter Mondale told educators on October 20 that "President Carter will go back to Congress and ask for a separate Education Department."

Speaking at the 106th convention of the West Virginia Education Association, Mondale predicted that "we will have a signing ceremony in the Rose Garden before the 96th Congress adjourns."

NEA has pledged an all-out effort to continue and even increase support for the legislation before Congress resumes its work on January 15.

How Education Fared in the 95th Congress

LEGISLATION	STATUS
APPROPRIATIONS	
FY 1978 Labor-HEW (HR 7555) Provides $10.3 billion for programs operated by HEW Education Division.	Passed as a continuing resolution
Economic Stimulus Funding (HR 4876) Provides $7.9 billion for state and local public service jobs, $4 billion for public works jobs, and $5 billion for general revenue sharing.	Public Law 95-29 Signed 5/13/77
FY 78 Interior Dept.—Indian Education (HR 7636) Provides $59.6 million for Indian Education programs operated by U.S. Office of Education.	Public Law 95-74 Signed 7/26/77
FY 78 Agriculture Dept.—School Lunch (HR 7558) Provides $2.42 billion for school lunch and child nutrition programs.	Public Law 95-97 Signed 8/12/77
FY 79 Agriculture Dept.—School Lunch (HR 13125) Provides $2.69 billion for school lunch and child nutrition programs.	Public Law 95-448 Signed 10/11/78
FY 79 Interior Dept.—Indian Education (HR 12932) Provides $71.7 million for Indian Education programs operated by U.S. Office of Education.	Public Law 95-465 Signed 10/17/78
FY 79 Labor-HEW (HR 12929) Provides $12.08 billion for programs operated by HEW Education Division.	Public Law 95-480 Signed 10/18/78
BUDGET CONTROL	
FY 78 Second Concurrent Resolution (H Con Res 341) Establishes federal spending ceilings for FY 1978.	Approved 9/15/77
FY 79 Second Concurrent Resolution (H Con Res 683) Establishes federal spending ceilings for FY 1979.	Approved 9/23/78
AUTHORIZATIONS	
Unemployment Compensation (HR 4800) Extends federal supplemental benefits program (FSB) through October 31, 1977, with a phaseout by January 1, 1978.	Public Law 95-19 Signed 4/12/77
Public Works Employment (HR 11) Authorizes up to $4 billion for public works projects, including schools, in areas of high unemployment.	Public Law 95-28 Signed 5/13/77
Vocational Education Amendments (HR 3437) Allows states to spend more federal vocational education funds for administrative purposes.	Public Law 95-40 Signed 6/3/77
Education of Handicapped Amendments (S 725) Extends Education of the Handicapped Act (PL 91-230) through Fiscal 1982 (except state grants part B, which was extended and amended by PL 94-142).	Public Law 95-49 Signed 6/17/77
Youth Employment (HR 6138) Amends Comprehensive Employment & Training Act to provide youth employment opportunities.	Public Law 95-93 Signed 8/5/77
Minimum Wage (HR 3744) Raises minimum wage from $2.30 in 1977 to $3.35 by 1981.	Public Law 95-151 Signed 11/1/77
Child Nutrition (HR 1139) Extends summer feeding, commodity distribution, and nonfood assistance programs under the National School Lunch and Child Nutrition Acts.	Public Law 95-166 Signed 11/10/77

LEGISLATION	STATUS
Veterans Education Benefits (S 457) Increases rates and extends time to take advantage of such benefits.	Public Law 95-202 Signed 11/23/77
Career Education (HR 7) Authorizes $275 million over five years for grants to develop career education programs in elementary and secondary schools.	Public Law 95-207 Signed 12/13/77
Social Security Financing (HR 9346) Adjusts tax schedules to protect solvency of the system.	Public Law 95-216 Signed 12/20/77
Age Discrimination (HR 5383) Prohibits requirements that employees retire prior to age 70.	Public Law 95-256 Signed 4/6/78
ERA Extension (HJ Res 638) Extends time for state ratification of Equal Rights Amendments to 6/30/82.	Approved 10/14/78
ESEA Extension (HR 15) Extends and amends all major elementary/secondary education programs expiring in 1978.	Public Law 95-561 Signed 11/1/78
Middle Class Income Student Assistance (S 2539) Expands benefits of Basic Education Opportunity Grants, Guaranteed Student Loan Program, and College Work-Study benefits to students from middle-income families.	Public Law 95-566 Signed 11/1/78
Pregnancy Disability (S 995) Amends Title VII of the Civil Rights Act of 1964 to prohibit sex discrimination on the basis of pregnancy.	Public Law 95-555 Signed 10/31/78
Energy Emergency Aid (HR 5037) Provides $900 million in energy conservation grants to schools and hospitals.	Public Law 95- 619 Signed 11/9/78
CETA Reauthorization (S 2570) Extends federal public jobs programs through 1982.	Public Law 95-524 Signed 10/27/78
ISSUES MOVING TO 96TH CONGRESS	
Cabinet Department of Education (HR 13778, S 991) Establishes a U.S. Department of Education.	Passed Senate 9/28/78
Collective Bargaining for Public Employees (HR 777) Places public employers and employees under jurisdiction of the National Labor Relations Act.	Pending in Committee
Mobile Teacher Retirement (HR 3436, S 169) Increases freedom of teachers to change employment across state lines without substantial loss of retirement benefits.	Pending in Committee
Health Security (HR 21, S 3) Provides for universal, comprehensive coverage of hospitalization charges, physicians' services and fees, and prescription drug expenses.	Pending in Committee
Social Security Amendments (HR 10533) Eliminates pension offset for spouses and surviving spouses in PL 95-216; affecting retired teachers not covered by Social Security and receiving benefits from another retirement plan.	Pending in Committee
Labor Law Revision (HR 8410) Enlarges and strengthens NLRB and provides means for expediting union representative elections.	Passed House 10/6/77
School Crime Prevention (HR 180) Provides assistance to school districts to carry out school security programs to reduce crime against children, employees, and facilities.	Pending in Committee

NEA HUMAN RIGHTS REPORT

News of special concern to NEA minorities and women

NEA Caucuses Involved in Political Endorsements

WASHINGTON, D.C.—When the NEA Political Action Committee meets to consider endorsements of political candidates, the Association's minority caucuses are involved. Each of the caucuses has a representative on NEA-PAC.

This year, NEA-PAC endorsed 271 candidates for Congress throughout the nation; 210 won election or reelection, a winning record of 77 percent.

Photos on this page show four of the caucus representatives as they confer with NEA President John Ryor and as they join in NEA-PAC decision making at a fall session.

Pat Browne, NEA Black Caucus representative on NEA-PAC. She is from Indianapolis.

Carl Downing, NEA-PAC representative for the NEA American Indian/Alaska Native Caucus.

Nancy Skadden, NEA-PAC representative for the NEA Women's Caucus. She is from Wisconsin.

Manuel Gonzalez, NEA-PAC representative for the NEA Chicano-Hispanic Caucus. He is from El Paso, Texas.

The NEA Political Action Committee in session this fall.

Testing, Affirmative Action, and 1980 Census Top MAC Agenda

WASHINGTON, D.C.—The NEA Minority Affairs Committee acted on several issues of concern here this fall.

MAC will investigate competency-based testing to evaluate whether it accurately reflects the abilities of and is appropriate for minority children. In addition, the committee will study whether NEA's affirmative action plan fairly represents minorities and women. The committee members will make recommendations on the results of this research at a December meeting.

Concerned that statisticians must seek out minority populations, MAC urges NEA to encourage state affiliates to take an active part in the 1980 census-taking.

Plans are also under way to hold a national minority involvement program prior to the convention next year in Detroit. Funds must still be secured for this priority.

NEA Cited as Advocate of Women's Rights

NEA Secretary-Treasurer John McGarigal (at right) accepted the CLUW award on behalf of NEA. Also attending the reception was Marion Murphy (left), former NEA director of Washington, D.C.-NEA; Sue Kelly, president of the Virginia Education Association; Ann Coluzzi, past-president of D.C.-NEA; and other NEA representatives (not pictured here).

WASHINGTON, D.C.—NEA was honored by the Coalition of Labor Union Women this fall for its organizational strength in promoting women's rights, equality, and leadership roles for minorities. Accepting a Recognition Award at the first annual awards dinner here was NEA Secretary-Treasurer John McGarigal.

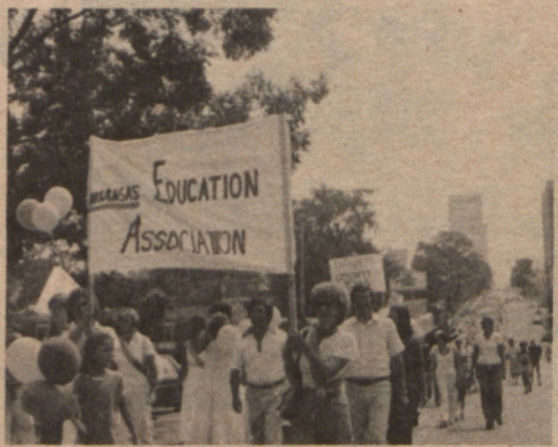
NEA was cited in part for its support of the Equal Rights Amendment extension and ratification bills and the pregnancy disability bill.

Also recognized were more than 20 other unions and four individual women.

The Award for Organizing Unorganized Women went to Delores Huerto, first vice-president of the United Farm Workers. The Hon. Bella S. Abzug received the Award for Political Action and Legislation for her zealous commitment to women's issues.

Pauline Newman received the Award for Participation of Women Within Their Unions. Newman is the Health Education Director of the New York Center of the International Ladies' Garment Workers Union.

For promoting equal opportunity for women and minorities, Alexis M. Herman, director of the Women's Bureau of the U.S. Department of Labor, received the Award for Affirmative Action.



Arkansas Education Association representatives, with President Sherry Price (left) and teacher Ginger Leslie at flag's helm, parade on Women's Equality Day last summer to demonstrate their ardent support for the Equal Rights Amendment. Price represents teachers on the ERArkansas steering committee, which is engaged in an accelerated effort to lobby legislators when they convene in January. AEA also presented its first Friend of Education Award to Senator Kaneaster Hodges (D-Ark.), who delivered an empassioned speech to the Senate for passage of the ERA extension bill and who helped defeat tuition tax credits.

Teachers Show Strength in Memphis Strike

MEMPHIS, TENN.—Teachers here returned to the classroom on October 23 after a nine-day strike. Lorene Osborne, MEA president, said, "The public now understands the day-to-day needs of our teachers."

MEA lawyers helped free nine strike leaders who were jailed improperly by Chancellor D. J. Alissandros before he had made a final judgment on the legality of the strike.

Striking teachers were supported by members of Local 1733 of the American Federation of State, County, and Municipal Employees who recommended a "job action" for sanitation workers, school cafeteria, and custodial employees if a contract agreement was not reached speedily.

Major gains in the contract include salary raises, a discipline policy which guarantees the right of a teacher to call a conference regarding extremely disruptive children, increased school board contributions to the insurance program, and more teacher involvement in school board decisions via a teacher-board policy committee.

Teachers also bargained for membership on a committee to review and recommend changes in evaluation of teachers, negotiated a layoffs and transfers policy based on a seniority formula, and won access to personnel files. Over the three years covered by the contract, a duty-free lunch plan will be instituted.

Nine Memphis Education Association leaders are led to the Shelby County Jail during the October strike. A local judge found the leaders in contempt for refusing to heed his order declaring the strike illegal and sentenced them to 10 days in jail.

Guidelines Set for Election of Delegates to 1979 Representative Assembly

WASHINGTON, D.C.—Guidelines for the election of NEA delegates to the 1979 NEA convention have been mailed to state and local presidents; and ethnic-minority census data has been mailed to state and local presidents.

Joan South, NEA director for Virginia, chairs the Credentials Committee which met in October. "State and local presidents should review the guidelines carefully," said South, "and be certain all requirements and deadlines are met." South noted that the committee has emphasized that Official Delegate Reports to NEA must be postmarked no later than May 15, and should arrive earlier, if possible. Local delegate report forms must be forwarded to the state no later than April 10. "It is not too early for local and state presidents to schedule delegate elections to be certain these deadlines are met," said South.

The guidelines require that challenges to the election of delegates due to alleged violation of Constitutional, Bylaw, and Standing Rule election requirements must be made to the Credentials Committee by June 1, except that challenges relating to the ethnic-minority provisions of Bylaw 3-1(g) also will be received by the committee any time prior to the first business meeting of the Representative Assembly.

Tucson Teacher Strike Attacks Class Size and Discipline Problems

TUCSON—Arizona is Goldwater and right-to-work country. There's no bargaining law covering teachers and other public employees.

Given that kind of climate, Arizona would seem to be an unlikely place for a successful teacher strike. Until this year, there has been only one school strike (in 1971 in Scottsdale, near Phoenix).

On October 8 this year the second one occurred—in the state's largest school district, Tucson Unified (99 schools, 3,000 teachers, 55,000 students). Under the leadership of the Tucson Education Association, some 2,400 teachers were out for a week. TEA President Jo Cosentino pronounced the strike "well worth it." And, though the settlement was a compromise, the *Arizona Daily Star* of Tucson said editorially that the teachers "seem to have won more than they lost."

The Tucson teachers struck more for principle than pay and they made measurable gains.

They had struggled for months to restore a formal bargaining relationship which the school board stripped from them last January when it rescinded a 10-year-old negotiating agreement and arbitrarily limited bargaining issues to salaries, fringe benefits, and hours. Now, under terms of the settlement, nearly everything is on the table.

A major issue in the strike was class size (Tucson classes range as high as 40 and 45). The board agreed to make a start toward reducing those excessive loads.

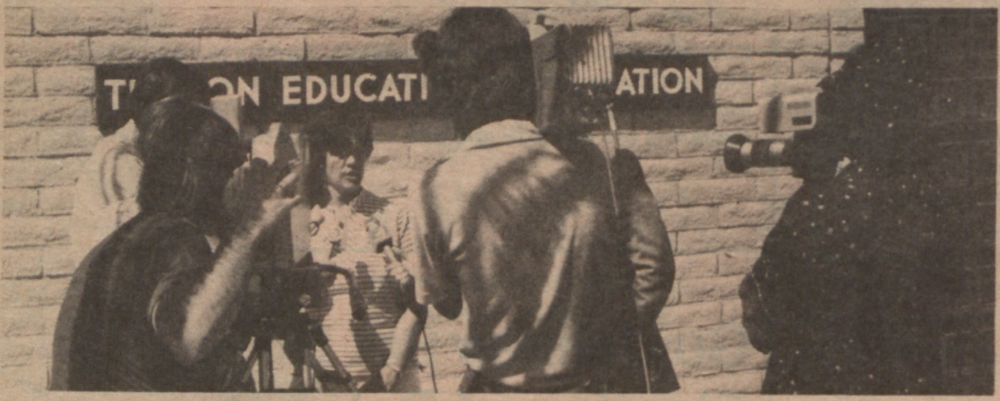
Another issue was classroom discipline. Teachers demanded the right to eject disruptive students. They got it.

TEA also won a 6.4 percent salary increase (the board previously had dug in at 5.6 percent) and additional health insurance premium payment (the latter to take effect during the second year of the agreement). Unlimited accumulation of sick leave was another part of the package.

Teachers had strong parent support; many parents joined them on the picket lines, and others brought food and cold drinks to the picketers.

At the meeting at which teachers ratified the settlement, someone had hung out a long banner reading: "IT'S AMAZING WHAT YOU HAVE TO DO SOMETIMES TO GET SOMEONE'S ATTENTION!" It was an appropriate footnote to what had been, for conservative Arizona, a historic happening.

Tucson teachers picket for smaller classes and tighter discipline with the Santa Catalina mountains towering in the background.



TEA President Jo Cosentino talks with reporters in front of association headquarters. The press acknowledged that teachers had serious grievances.

Lafayette, New York, Teacher Talks Back to CBS

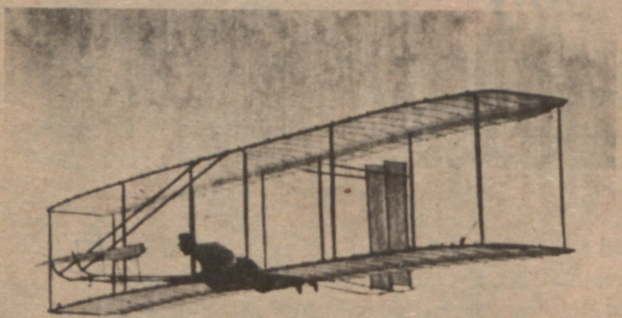
LAFAYETTE, N.Y.—CBS News received thousands of letters from teachers across the nation commenting on the education documentary "Is Anyone Out There Learning?"

Leslie Homer, a Lafayette teacher, responded with a letter to host Walter Cronkite and has been invited to appear early next year on the network commentary program "Your Turn," which is seen in 25 states. Homer's letter was chosen by CBS as "the most succinct and comprehensive."

She is a classroom teacher and president of the Lafayette Teachers Association, NYEA/NEA.

In her letter to Walter Cronkite, Homer said: "As a foreign language teacher, I have, in the past, been evaluated by administrators who could not even understand what was being said in the very lesson they evaluated. I feel much the same about the validity of their observations and yours. Outsiders should evaluate the public school system, but it must be done with much more time and care."

Seated in her classroom, Leslie Homer, a Lafayette, New York, foreign language teacher, faces a CBS News camera and reporter Sharon Lovejoy to discuss the September TV special "Is Anyone Out There Learning?"



This Wright Brothers 1902 glider and the moon landing (at right) are among the scenes shown on "A Place of Dreams," an hour-long Public Broadcasting Service special recommended by NEA. Narrated by Cliff Robertson, the television special is both a history of modern flight and a visual tour of the Smithsonian Institution's popular National Air and Space Museum. "A Place of Dreams" will be broadcast at 8 p.m. (eastern time) December 13. (Some PBS stations will rebroadcast the special December 17 at 4 p.m.; check local listings in your area.) Hoffmann-La Roche Inc., the company whose grant is making "A Place of Dreams" possible, is also making a classroom discussion guide available in free single copy. Write to: Department of Public Affairs, Att: Ms. H. Tucker, Hoffmann-La Roche Inc., 340 Kingsland Street, Nutley, NJ 07110.

NEA Candidates Have April Deadline

April 1 is the deadline for advance filing for candidates for NEA office who wish to have pictures and candidate statements published in the *NEA Reporter*. Information for candidates, including the official filing form, may be obtained from the NEA Executive Office.

NEA officers to be elected at the 1979 Annual Meeting are president, vice-president, and two members of the Executive Committee. The Annual Meeting is scheduled for June 30-July 5 in Detroit.

Submission of filing forms does not constitute nomination for office. Nominations will take place during the first meeting of the Representative Assembly.

The NEA Constitution provides that any candidate for executive office or Executive Committee must have been a member of NEA for the five-year period preceding the election.

NEA Calls For a Teacher Center in Every Congressional District

WASHINGTON, D.C.—"Why not at least one teacher center in every congressional district?" queried NEA President John Ryor, addressing educators at the first National Teacher Center Conference, sponsored by the U.S. Office of Education.

Of 61 teacher center sites funded in August by USOE for the 1978-79 school year, 51 will be run primarily by NEA teachers. NEA has consistently called for more teacher centers and greater funding, so that every teacher in the country would have access to one for professional development.

"Federal teacher center legislation is no accident," said Ryor. "Its roots are in the frustration of local teachers with local in-service programs which were designed without their influence."

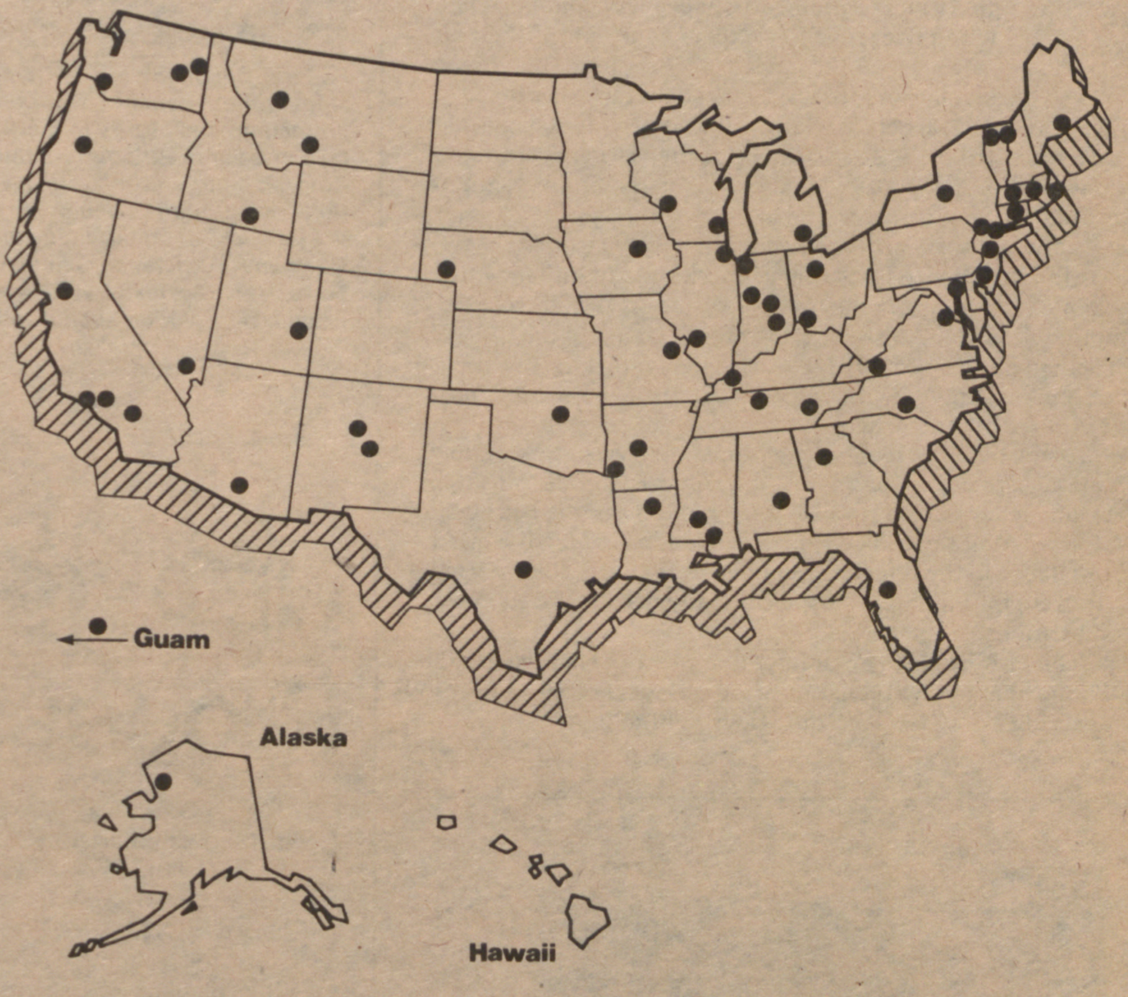
Suggesting that more teachers should be able to seek help and training in their communities, Ryor proposed at least one teacher center in every one of the 435 congressional districts. "Despite the modest beginning in terms of funding, we must look ahead to where the program should go, and do what is necessary to help it get there. Maybe the price of one aircraft carrier could do the job."

Allen Schmieder, director of OE's Teacher Center program, stressed that federal regulations call for teacher representation, including a majority of classroom teachers on the policy boards which supervise the teacher centers.

"The program is supposed to be essentially run by the policy board, by the teachers," Schmieder told the audience, which included administrators as well as teachers. "I think if we get into any other kind of situation, we're in a lot of trouble."

Teachers must be the ones who control their professional training in the teacher center program, agree NEA President John Ryor (left) and Allen Schmieder (right), director of the federal program.

Teacher Center Grants 1978-79



Classroom Teacher Advises NEA Teacher Center Project

Sonja Nixon, a third grade teacher from suburban St. Paul, Minn. (Mahtomedi), is giving NEA's Teacher Center Project a teacher's point of view. She has been called "NEA's first teacher in residence."

The Teacher Center Project, now in its second year, is funded by the National Institute of Education through NEA's National Foundation for the Improvement of Education.

"It's easier for me to identify with the problems of other teachers, because I never forget my experience," said Nixon, who is on a year's leave of absence after spending nine years in the classroom.

Nixon plans to visit teacher centers around the country to get teachers' comments on what makes a good in-service program. She expects a few "growing pains" as teachers learn how to administer the centers, but has no doubts about their ability to do so.

In addition, Nixon will help set up a teacher center information network through which teachers can share experiences—problems to avoid, successes to emulate.

As part of this sharing, she wants teachers themselves to write about their experiences. "I think it's good for teachers to read something by another teacher," Nixon explained. "Then we realize that we're not alone, especially in our feelings. Teachers are the ones on the firing line."

"Teachers are the ones on the firing line," points out Sonja Nixon.

Sonja Nixon has no doubts about teachers' ability to administer the centers.

Teachers' Show of Solidarity Succeeds

LEAVENWORTH, WASH.—A Washington State hearing officer has determined that teachers may not be discriminated against for wearing a strike pin. The officer ruled in September that the eight teachers who were fired last May for wearing a gold-colored footprint-shaped lapel pin must be reinstated with retroactive pay effective the date of their dismissal.

The conflict began after a 23-day strike last May by 33 Leavenworth teachers working without benefit of a contract. After the strike was settled, some of the teachers continued to wear the lapel pin as a symbol of unity among Washington State's striking teachers.

Although the teachers acted with the advice of the Leavenworth Education Association counsel, the superintendent claimed that wearing the pins constituted a "strike-related activity" in violation of the no-reprisal clause in the contract. He then discharged eight of the wearers—picking out the LEA president, treasurer, chief negotiator, picket captains, and three other teachers.

At the hearing, requested by LEA, the Washington Education Association, and NEA, the officer found the pins to be insufficient grounds for dismissal, but did ask the teachers to stop wearing them. The superintendent has publicly voiced resistance to the reinstatement decree. When school started this fall, the eight teachers had already been replaced by substitutes.

The LEA has filed an unfair labor practice charge with the Public Employment Relations Commission (PERC) and is awaiting a decision regarding their right to wear the pins.

Federal Communications Commission officials listen to Los Angeles teachers discuss issues including the amount of programming designed for children, educational and instructional programming, and efforts to increase viewing skills. Over 70 people attended the open workshop held at UTLA Headquarters this fall to review the FCC Notice of Inquiry on Children's Television Programming and Advertising Practices. The public is invited to respond to any one or all questions listed on the document. The FCC is particularly eager for teacher response, not necessarily in statistical data, but individual and first person experiences. Write for Docket No. 19142, Consumer Assistance Office, FCC, Washington DC 20554. Comments are due by January 15, 1979. To assist NEA with its participation in the inquiry, please send a copy of any comments which you or your association submit to the FCC to Karen Klass, NEA Communications, at NEA Center.

Jane Alexander stars as a woman deeply committed to teaching severely disturbed children in the CBS-TV special, "Lovey: A Circle of Children, Part II." Recommended by NEA, the two-hour drama is scheduled for 9-11 p.m. (eastern time) December 13. Part II tells of Mary, a full-time special education teacher torn between her own needs and the demanding needs of her students.

NEA 1979-80 Budget Process Under Way

The NEA Committee on Program and Budget has begun the budget-making process for the 1979-80 fiscal year.

Chaired by NEA Vice-President Willard H. McGuire, the committee is holding a series of meetings that started in October. Additional meetings are scheduled for January 26-28, 1979; March 2-4, 1979; and March 25-26, 1979. These sessions will be held at NEA Center.

All committee meetings are open to members, and input into the process from individuals and affiliates is welcome.

Written inquiries and suggestions on program content should be forwarded to NEA Vice-President McGuire at NEA Center. Suggestions for inclusion in the budget should contain sufficient information to allow the committee to reasonably ascertain the cost implication and program worthiness. Members may also provide budget input through any member of the Program and Budget Committee, their NEA directors, or local and state associations.

The NEA committee will also hold regional budget input hearings to solicit members' ideas. These hearings will be held in conjunction with NEA Regional Council meetings and other NEA program meetings. (A schedule of these meetings will appear in subsequent NEA publications).

Program goals for the 1979-80 fiscal year were adopted by the NEA Board of Directors at its September 29-30 meeting. The Committee on Program and Budget will recommend program objectives to the Board at its December meeting for tentative approval.

Development of the program budget will continue through the spring and a balanced budget will be presented to the Board at its May meeting for approval and distribution to state and local leaders.

Working at their October 30 meeting are members of the Program and Budget Committee (left to right): Anthony Leone, higher education representative; Luther Burse, NEA director for Pennsylvania; Roxanne Bradshaw, NEA director for Colorado; Willard McGuire, NEA vice-president; John McGarigal, NEA secretary-treasurer; Marian Conrad, NEA director for Nevada; James Blank, NEA director for Wisconsin; and Peggy Thompson, NEA director for Arkansas.

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Travel To	Tour Highlights	Class*	Code	Dates‡	Price**	City	Transportation
People's Republic of China	Visit Peking, Shanghai, Hangchow (resort city), the Great Wall, Forbidden City, Summer Palace, communes, Mao's tomb, etc. You'll visit many schools and talk with educators. Our best China trip in 1978.	First class	EC-1	April 10-23	$2,367	New York	7/45 Day Excursion Fare§
Martinique, The French Isle	Visit the Caribbean Isle of French Martinique, "Queen of the Antilles," where recreation and relaxation is featured in this unstructured vacation.	Economy	EM-1 EM-3	April 8-15 April 15-22	$339 + 15% $349 + 15%	Philadelphia Boston	Affinity†
St. Maarten	The friendly isle of sun, sand, and smiles is waiting to relax you from the winter classroom routine. Treat yourself to visiting the caressing Caribbean.	Economy	ES-1 ES-2 ES-3	April 8-15 April 8-15 April 15-22	$399 + 15% $459 + 15% $429 + 15%	Philadelphia Pittsburgh Detroit	Affinity†
Aruba	A recreational haven for tired teachers. Surround yourself with blue sky, rippling water, sandy beaches, and lush tropical landscape. You will renew your strength and calm your jangled nerves.	Economy	EA-1 EA-2	April 7-14 April 14-21	$399 + 15% $399 + 15%	Philadelphia Boston	Affinity†
Canary Islands/ Tenerife	Canary Islands, the land of eternal spring. The classroom will seem like another world as you settle into the exciting but relaxing atmosphere of the "Canaries."	Economy	ECI-1 ECI-2 ECI-3	April 6-14 April 6-14 April 13-21	$369 + 15% $429 + 15% $449 + 15%	New York Syracuse Detroit	Affinity†
Monte Carlo	Monaco calls with its peaceful days by the Mediterranean Sea and its exciting nights in Monte Carlo. You may even get a glimpse of Princess Grace. Relaxation is the name of the "game"!	Economy	EMC-1 EMC-2	April 7-15 April 7-15	$459 + 15% $459 + 15%	Cleveland Columbus	Affinity†
Freeport, Bahamas	Have you seen a silver white beach, had dinner in a Las Vegas type casino, wandered through Bahamian villages and relaxed completely? If not, come to Freeport and "go natural."	Economy	EF-1 EF-2	April 11-18 April 18-25	$249 + 15% $229 + 15%	Boston New York	Affinity†
Guatemala—Land of the Mayas	Mayan mysteries, Spanish charm and today's modernity blend harmoniously in Guatemala. Explore fabulous Mayan ruins, the colorful Indian market in Chichicastenango and the quaint cobblestone streets of Antigua. Balmy and pleasant, Guatemala is an ideal destination for your forthcoming holiday.	Superior	EG-1 EG-2 EG-3	April 7-14 April 14-21 April 14-21	$464 $613 $625	Miami Chicago New York	GIT§
Egypt	Camels, Pyramids, museums, temples, Nile Valley, Valley of Kings and Queens. Experience the mysteries of this great culture. Egypt changed the world at man's beginning and is changing the world now.	First class	EE-1	April 14-22	$1,099	New York	GIT§
Mexico: Carnival Festival	Sightseeing galore as you tour Mexico City, Villa Hermosa, Merida, Cancun, and many other Mexican towns. This is truly a "festival" trip south of the border.	First class	EMX-1 EMX-2	April 7-17 April 7-17	$774 $665	New York Miami	GIT§
Hawaii: Easter in Hawaii	Relax on the beach under Diamond Head or Waikiki. Sightsee in Honolulu, shop in the Hawaiian Village, and "be native." You'll love every minute and come home different.	Deluxe Rooms Economy	EH-1 EH-2 EH-3 EH-4	April 7-14 April 14-21 April 7-14 April 14-21	$545-$721 $545-$721 $415-$590 $415-$590	Various U.S. cities	GIT§
Tahiti	Options to outer islands such as Bora Bora, Moorea, Huahine, Raiatea so you can visit the main Polynesian Islands. This is a great trip for a great price. Forget the long cold winter in the "Tahiti Sun"!	First class Deluxe First class Deluxe	ET-1 ET-2 ET-3 ET-4	April 6-15 April 13-22 April 6-15 April 13-22	$799 $899 $699 $799	New York New York Chicago Chicago	Public Charter§ Public Charter§
Moroccan Holiday	An excursion into history from the Berbers to the Europeans. You will be enchanted with the souks, snake-charmers, water-sellers, medinas and minareted mosques, and the veiled women. Half-day sightseeing tours are included in Casablanca, Fes and Marrakech.	First class/ Deluxe	EMR-1	April 7-15	$749	New York	GIT§
Carnival Cruise	Ports of call are San Juan, St. Thomas, and St. Maarten. Limited number of cabins. Two hot rum parties, one for singles, one for couples, captain's dinner, talent show, farewell party. Exotic, exciting vacation!	Middle Range Cabins	CC-1	April 7-14	$720 Cruise only	Miami 72 cities	TSS Festival Fly/Sea available.

‡FEBRUARY DEPARTURES	**Martinique:** WM-1, Feb. 11-18, $429 + 15%, Washington; WM-2, Feb. 18-25, $449 + 15%, Boston • **St. Maarten:** WS-1, Feb. 11-18, $459 + 15%, Detroit; WS-2, Feb. 18-25, $479 + 15%, Boston • **Aruba:** WA-1, Feb. 10-17, $439 + 15%, Boston; WA-2, Feb. 10-17, $439 + 15%, Philadelphia; WA-3, Feb. 17-24, $439 + 15%, Boston; WA-4, Feb. 17-24, $479 + 15%, Hartford • **Canary Islands/Tenerife:** WCI-1, Feb. 9-16, $429 + 15%, Detroit; WCI-2, Feb. 16-23, $379 + 15%, Baltimore • **Monte Carlo:** WMC-1, Feb. 10-17, $399 + 15%, Boston; WMC-2, Feb. 10-17, $459 + 15%, Bangor; WMC-3, Feb. 17-24, $399 + 15%, Boston

*Hotel classification according to the Official Hotel and Resort Guide (OHRG) or similar recognized sources. **Itineraries, dates and prices subject to change. §Eligibility: NEA members, their families and invited guests.
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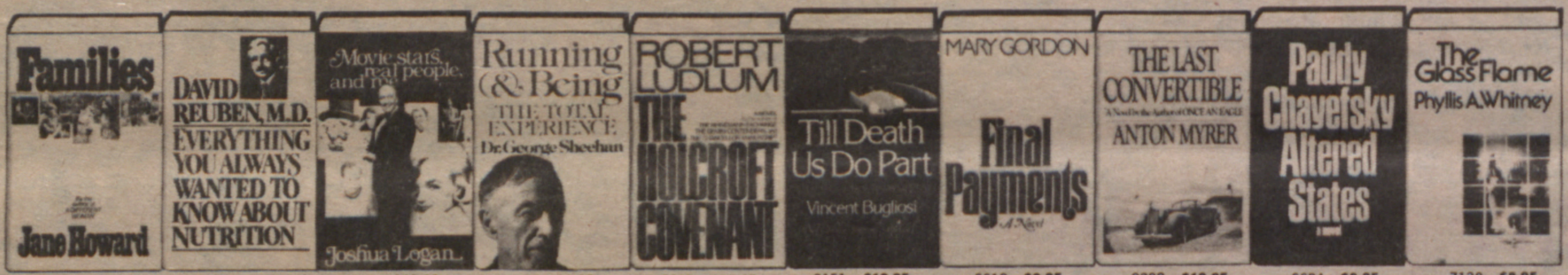

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